

# **BUSINESS EDUCATION WORLD**

**March, 1958**

**TEACHING  
BUSINESS SUBJECTS  
BY TELEVISION**

**PAGE 13**



**"I'D LIKE TO HAVE MY PROGRAM CHANGED!"** **PAGE 18**

**THE CASE OF THE RELUCTANT STENOGRAPHER** **PAGE 18**

**ARE WE HELPING OUR STUDENTS FACE REALITY?** **PAGE 24**



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# FEATURE ARTICLES

- "I'D LIKE TO HAVE MY PROGRAM CHANGED!" 15  
In handling requests, don't overlook any angles . . . I. David Satlow
- THE CASE OF THE RELUCTANT STENOGRAPHER 18  
Help shorthand students maintain confidence Dorothy H. Schwartz
- SHOULD TEACHERS HAVE FIVE YEARS OF TRAINING? 19  
Yes, say many educators—but they qualify it . . . J. Kenneth Roach
- BUSINESS SCHOOL DAY STUDENT: THE MATURE WOMAN 20  
It's time for a new approach in private schools . . . Sylvia A. Berns
- RELATE BOOKKEEPING TO CLASS ACTIVITIES 22  
Class finances are subject students understand Calvin Kennedy
- LOOK FOR PROJECTS IN YOUR OWN BACKYARD 23  
What does your own community offer? . . . Carroll H. Blanchard, Jr.
- ARE WE HELPING OUR STUDENTS FACE REALITY? 24  
You can help prevent students' disillusionment Wilbert E. Scheer
- LAMAR TECH'S NEW BUSINESS SCHOOL BUILDING 26  
Something new has been added in Beaumont . . . Norma Hall

# SPECIAL SERIES

- TEACHING BUSINESS SUBJECTS BY TELEVISION (1) 13  
Details on how a new medium is being utilized . . . Fred S. Cook
- THE TYPING TEACHER AS A TECHNICIAN (2) 29  
Develop, protect, correct, and refine technique . . . Alan C. Lloyd

# DEPARTMENTS

- |   |  |
|---|--|
| Problem Clinic . . . . . 4                  | New-Matter Dictation Charles B. Hicks 39 |
| Business Law Playlet Irving Rosenblum 33    | Dictation Transcript                     |
| Shorthand Corner Lydia Sutton 35            | from Today's Secretary . . . . . 40      |
| Teaching Aids . . . . . Jane F. White 36    | Professional Report . . . . . 43         |
| Just Between Us . . . . . Helen H. Green 37 | New Business Equipment . . . . . 48      |

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## THE BUSINESS TEACHER'S

# Problem Clinic

**PROBLEMS, ANYONE?** If so, maybe other teachers have some answers for you. Or, maybe you have the answer to another teacher's problem. Either way, send your contribution to Problem Clinic, BUSINESS EDUCATION WORLD, 330 West 42 Street, New York 36, N. Y., enclosing a carbon copy. And again we mention: We're offering prizes of \$25 and \$15 for the two best solutions, and \$10 and \$5 for the two best problems received by May 1.

Either teachers are becoming more reticent about their problems or conditions are improving, because, for the second month in succession, we have no new problems to present. However, several readers have generously spent time and energy to suggest these solutions to earlier problems:

### SEPTEMBER PROBLEM (1)

I am the only business teacher in a small high school with an enrollment of approximately 85. I have three classes in typing and usually have about twenty students taking beginning typing and seven enrolled for the advanced course. The class periods are forty-five minutes in length. The school is located in a small rural community. A few students from each graduating class go on to college. Most of the girls are married within a year after they are graduated from high school. One or two members of each group work in an office or clerk in a retail store for a few years after they finish high school.

Here are the situations that take so much of my classroom time that I am forced to neglect speed building and omit several units that I feel should be taught. (Since I am considered a demanding taskmaster, I cannot assign more outside work than I now require.)

a. I sponsor the monthly school newspaper, which consists of four printed pages and three legal-size sheets of duplicated grade-school news. Since there is no journalism class, some of the writing and all the typing of copy for the local printer, as well as the cutting of stencils, are considered typing projects.

b. There are few duplicating machines in town, so the typing classes cut the stencils and duplicate the yearbooks for various church and civic organizations. The groups pay only for the supplies used, and the money is placed in the general school fund.

c. Various departments in the school look to the business students to type reports and papers. The drafts that they submit are often carelessly prepared and are frequently given to us only a few days before the finished product must be ready. I refused to accept some of these reports and had the unfortunate experience of having the teachers turn to some of my poorer students, who did the work without supervision. Then the rumor was circulated that the typing students certainly could not be relied on to do satisfactory work.

*If you recommend that I drop some of these activities, how can I do it without getting an adverse reaction from the teachers and townspeople? How can I prevent having poor typing, done without my supervision, blamed on the business-education department?*

ANONYMOUS

### Suggested Solution

Dear Anonymous:

Today, when I finished mimeographing the P.T.A. notice, which a student started but did not get finished because she had to go to a class, I remembered again that I wanted to write a solution to your problem concerning the handling of all the extra jobs that come to your department.

Whether you are a one-teacher, two-teacher, or three-teacher department, I think that your problem arises with the teacher of the secretarial and/or clerical students. We have a three-teacher department now. I know that each year we have the same problems as you do, and each year we have to make rulings so that students and teachers know what work our department will do and what work we should not be expected to do.

Requests to do all kinds of typing and duplicating work come to us from teachers, groups and clubs in the school or connected with the school, civic organizations, students, and even parents. The work keeps expanding; we could keep ourselves busy doing nothing but jobs for other people.

All business teachers agree, I think, that some of this is good. But when it reaches the point where you as a business teacher, or your students, are clerks to the administrator's secretary or machine operators for other teachers, students, or parents, then I think that some people have the wrong idea about the function of the business department.

Concerning the third part of your problem, dealing with typing for teachers and other departments of the school, I would like to say that we have tried various plans in the past but have had

to discard them because of abuse. For instance, at one time we assigned a secretary to each teacher. At the end of each grading period, I checked with each teacher to see how the student had done. Invariably, the teacher said, "Fine." On checking further, I found that one student did nothing but cut stencils; another did barely anything more than just run stencils (saved from previous years by the teacher); another checked papers for her teacher; another recorded attendance in the book; some did nothing. None took dictation, because teachers were not accustomed to dictating. Some students had much to do—usually all one type of work, however—whereas others reported for work but got very little to do. The thing that finally killed this plan was the giving of Christmas gifts—if you can imagine that! At Christmas time, some of the girls received gifts, but others did not. In some cases, a girl who had had quite a bit of work to do got nothing, because the teacher felt that the work was experience for the student. Other girls who had done very little got a gift of money, or something else, because the teacher was appreciative. It was rather embarrassing.

You might say, "Well, why didn't you talk to the teachers and have an understanding concerning the type of work the students were supposed to do and the giving of gifts?" My answer is in the form of another question: "Have you ever tried to please all the teachers? And, if you have tried, have you accomplished it?" We finally stopped assigning secretaries.

We now take the attitude that class time should be given to instruction. If there is any extra work to be done, it comes from the business teacher, who assigns it to the student. Students do not accept work from teachers or anyone else. If a student is approached by someone to do extra work that would fall to our department, all the student has to say is, "Will you please give it to Miss Williams." In our typing room, I have a chart. Along the left side are the names of students. Across the top I have these headings: Typing Master, Operating Ditto, Typing Stencil, Operating Mimeograph, Using Paper Cutter, Typing Envelopes, Taking Dictation and Transcribing, Typing Postal Cards. When I accept a job, I check the chart to see who has not done that particular kind of work and make the assignment accordingly. The student for that job may do it in her typing period, then make up her typing in her free period, or at her convenience. When the job is finished, the date is recorded on the chart—in blue for the first six weeks, in green for the second, and in red for the third. The second semester will be marked in the same way. By this method, I can see at a glance who has done work of a certain type and how long ago she did it. When you spread the work around, it does not happen too often that the same person must take her class time or her free time for extra jobs. Also, the whole class will get some experience.

Now, what jobs do we accept from within the school? We believe that

teachers should be able to do their own typing and operate the machines needed to prepare their work. If they cannot, then they ought to pay to have the work done, the same as anyone else would. It is not fair to the teachers who prepare their own work, because they can type, to have other teachers get their work done for them because they cannot type—or, very often, because they just don't bother when someone else will do it for them. If someone comes to me with dittoing or stenciling at the time we are studying that particular thing, I will take the work and explain that we need that type of material right then. In fact, this year one teacher provided enough material during our unit on dittoing for each student to type one master set and run it off. I will also accept a job if I see by the chart that some student needs practice in that particular type of work, or if I need something for the student who finishes her regular class work before the others. I consider this an aid to instruction. When, however, a teacher is permitted to bring material in before school starts and inform you that she would like to have it by the second or third period, instruction is not aided—because either the business teacher has to do the work, or a student has to be excused from a class to do it. We refuse all such jobs merely by saying, "We have no one free to do the work."

By following this plan, the business teacher sees all the work that goes out of the department and can thus prevent the criticism that the typing department is putting out poor work. It also prevents some teachers from taking advantage of your shy, timid students who are afraid to say that they haven't time to do the work, or from giving work to your not-too-bright student who, as far as she is concerned, would rather stand all day and run the mimeograph but who needs to be in your class for instruction.

As for the school paper, dear Anonymous, that belongs to the English department or a school club, if the school wants to have a newspaper. Right now, we have a school paper; and I suppose we will have it until the teacher who sponsors the News Club wants to give it up or when students are no longer interested in the club. That is the way it has been in the past. Our paper, right now, is better than ever; and it is printed at the local printer's—once every six weeks, at a cost to the student of 10 cents a copy. Our business students, unless they belong to the club, do not have to bother with justifying right margins, cutting stencils, duplicating, wasting paper, wasting valuable class time—because they work in club periods and are responsible to the sponsor of the club. I think it ought to be suggested that, if the school wants a newspaper, it should be published by a club consisting of people who are interested in that type of work and headed by an English teacher who is also interested. When you have no people interested, why have a paper? Let it drop, and in another three or four years, some class or group will again come up with the

(Continued on page 8)

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## PROBLEM CLINIC (continued)

bright idea of publishing a newspaper. They will be enthusiastic, will think that no one else ever had the same idea, and will want to get to work on it. (Just hope that it happens in some class other than yours!)

And now, lastly, the typing for civic organizations; for groups connected with the school, such as band, parents, and P.T.A. (which made me get started on this); for outside individuals; for other students; and for me, the teacher.

Outside work provides our students with most of their practice and most of their work for the chart that I mentioned. I believe that many of the outside groups have to look to the school to get their work done, for three reasons: (1) the person in charge of the organization is not getting paid for his service and, therefore, does not feel that he can pay to have someone do the work for him; (2) in most cases, the person who has to have the work done is employed himself and does not have the time to get his extra work out; (3) in many cases, the person in charge does not have the facilities available to do the job and is not trained in typing and in operating machines.

Here are some of the rules that we follow in doing this work. They are not written rules and they are not hard and fast rules; but they give us something to go by in determining whether

we will take the work, and they show how we manage it.

In case the organization is nonprofit, we collect nothing for the job if the materials are provided. If we provide the materials, we collect for materials only. For example, when we type the envelopes for the cancer drive and other drives, the envelopes are provided; we type them and send them back—no charge. On the other hand, at Christmas we typed a play for the Girl Scouts; we charged them for the dittoes. I do not believe in using school materials or supplies for anything that is not connected with the school. The money is turned in to the school office.

If the organization is a profit-making one, or if the work is done for an individual as a service to him, we charge for the supplies if we furnish them; and we also charge for the work, at a rate of about 35 cents per period—if the student has accomplished what she should have in that time. If she has not, then the figure is based on the job rather than the time spent. It was amazing to me the first time I gave students the money I had collected for work they had done. Some got 50 cents, and some got 35 cents. They were thrilled.

All teachers belong to some groups connected with school and some that are not. You may be an officer; you may be on the publicity committee; or you may be asked to do something for the group simply because you are a business teacher and have the ability and facili-

ties available to do the job. These jobs I take, usually passing them on to my students. I give them the same pay that I get—"Thank you."

Then there are times when students like to do typing for other students or for their families. Maybe the boy friend can't type and must get a letter out; or Mother wants copies of this song for her meeting tonight. Students enjoy doing these things, and we welcome such jobs, so long as they don't come too often. For all these jobs, the student will get credit on the chart.

If you try some of the suggestions, Anonymous, you may get adverse criticism to the effect that perhaps you are unfair, partial, and unco-operative; but, if you have fixed in your own mind what jobs you are justified in doing and what jobs you are not justified in doing, and use this as a basis for accepting or refusing jobs, I think you will find that you will have your class time for class instruction and still do enough jobs to give your students the variety of experiences you deem necessary before their graduation.

G. MARGARETTA WILLIAMS  
Greencastle-Antrim High School  
Greencastle, Pennsylvania

## DECEMBER PROBLEM

*I have a problem in regard to teaching typing in a prison. I believe that a solution would be of value not only to me, but to scores of other teachers who teach in*

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various types of institutions, and possibly in adult education classes. The situation is this:

- My students are all adults, with a wide range of general intelligence, capabilities, and age.
- Many of the students have emotional problems that affect their classroom work.
- Absentees create a problem from a lesson-planning viewpoint. Most absences are legitimate and cannot be avoided.
- Beginning and advanced classes must be taught together in the same room.

How do you go about planning effective instruction for such a group? It seems that individual study is the only solution, but if this is so, then group work is almost entirely neglected. If I do some group work, then the students who were absent have missed out. If I repeat myself until all students have been included, I find myself on a treadmill. If I work with the beginning group, it interferes with the advanced group—and vice versa. The wide ranges mentioned in (a) above also add to the problem, especially in providing motivation and maintaining interest. In this last connection, the emotional condition of some students is also a factor.

What I have done is this: I make out separate assignment sheets for each group, beginning and advanced. Each student works mostly on his own, and at regular intervals we have timed writings, which I have used mainly in an attempt to motivate students and sustain interest. I feel the individual approach tends to let the class fall into a dull routine; but perhaps you disagree. Have you any suggestions that I might incorporate into my present approach or that might replace my partial solution?

ERNEST J. HAGA  
Vacaville, California

### Suggested Solutions

Dear Mr. Haga:

You have a very real problem, which is complicated by the fact that your students must lead a very dull existence.

I should like to pass on to you some ideas that I developed in a somewhat similar situation—not for adults and not for the emotionally maladjusted, but for teaching both beginning and advanced typing in the same class.

During the war, I was asked to take the business-education department in a town where the school made no financial provision for that department. The classes were operated by the school, but the students had to pay a monthly fee for each business course.

When I took over the department at mid-year semester, I found 18 beaten-up old typewriters in an ex-boiler room in the basement. Every typing class had both beginning and advanced students, and one typing class contained three advanced shorthand students. The shorthand classes included both beginners and advanced students. That semester I did more worrying and less teaching than I have ever done, before or since.

The next year, I persuaded the superintendent to separate the shorthand from

the typing and the beginners in shorthand from the advanced students, but he stood firm on enrolling first- and second-year typing students in the same classes.

There is no point in going through my trials and errors, but the plan that I was using when I left there might be of value to you.

1. The advanced students were segregated on one side of the room and the beginners on the other.

2. The first day, while I gave the beginners the regular a-s-d-f, etc., the advanced students were required to review the entire keyboard from a to z, using mimeographed guide sheets.

3. The next few days, the advanced students were given alphabetic words—drills for accuracy practice.

4. Each day, the advanced people would take five or ten minutes to demonstrate some typing technique to the first-year students (speed, accuracy, or posture, for instance—something that they could do well and that would make them feel important).

5. After the first week, the advanced students were given a project: to make a reference manual, complete from title page to index. It had to be something worth taking along on the job, or to college, for reference purposes. In it, they put instructions and samples of things that they had learned in Typing I, plus anything else useful that we could find in books and magazines—examples of all types of letters, the way to type a term paper, data sheet, and application letter, and many other items. Each page of the notebook was handed in, checked, and returned. It had to be perfect before it could be put into the notebook. The students were given minimum requirements for the book but could add anything else they could bring in. When a student brought something worth while for the entire class to use, I made quite a display of it and made sure that he received recognition. By getting advanced students working eagerly to turn out the best possible notebook, I could give most of the class period to the beginners.

6. When the beginners began taking timed writings, the advanced people took them also, using advanced materials. This was standard procedure throughout the year and applied to all types of drills.

7. When I formulated drills, I made two sets, one for each group. For example: When we had "calling-the-throw" drills, they went something like this:

#### Beginners:

- John, James, and Rose were 11, 8, and 6 respectively. 23
- They razed old buildings to the ground wherever they could. 24
- All the faculty will accept the invitation except the principal. 25

#### Advanced:

- John, James, and Rose were 11, 8, and 6 (respectfully, respectively). 23
- They (razed, raised) old buildings to the ground wherever they could. 24

(Continued on page 34)

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Summer 1958

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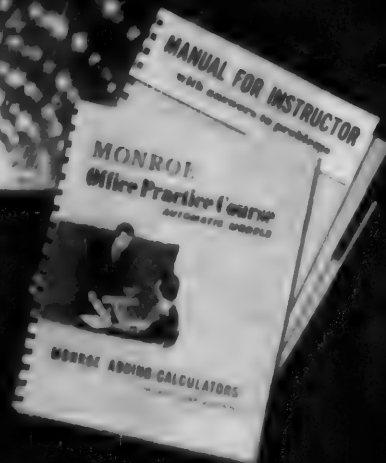


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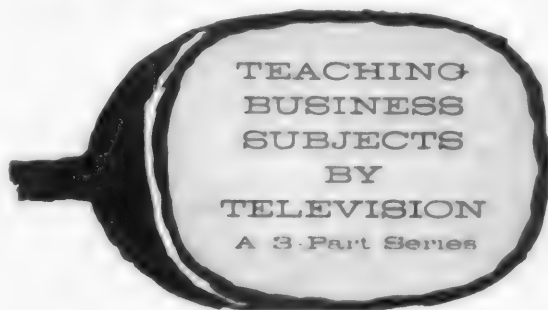
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FRED S. COOK,



Can we teach business subjects effectively by TV?

What business courses have been taught by TV?

Can a skill like typing really be learned via TV?

What are students' reactions to a TV typing course?

How do teachers of TV courses react to the medium?

## 1. What Can Television Do for Business Education?

**I**NSTRUCTIONAL TV, like every other new idea, has attracted a dedicated group of adherents. They see the medium as the panacea for all educational problems. In their enthusiasm, they have been inclined to make sweeping claims based on little or no objective evidence. The critics of TV—whether its objective is entertainment, education, or instruction—have been equally vociferous and subjective in their denunciation of the new medium.

*(Continued on next page)*



FRED COOK taught an experimental typing course over KQED in San Francisco late in 1956, is currently teaching a personal-use typing course over the same station, and has done considerable research in instructional TV. In this article, he gives an overview of television's place in business education; next month, he will discuss TV typing courses; and in a third article, he will present the reactions of teachers who have conducted business courses on TV.

Much of the writing about instructional television has been notable for its lack of comprehensive, objective data. This lack is undoubtedly due to the relative newness of the medium and the absence of enough basic research to answer all the questions that have been raised. We know that a number of business courses have been presented over both open- and closed-circuit TV and that a number of experiments are currently being conducted on various facets of teaching all business subjects through this medium. Unfortunately, there has been relatively little published regarding most of these programs. For example, at least eight typewriting courses have been televised; but the literature reveals that only four of the instructors have published any of their findings.<sup>1</sup> Instructional TV has great potential, but we need to have each program evaluated objectively and the results made available to all teachers.

#### What Research Tells Us about TV

Although little basic research has been reported in regard to the teaching of business subjects via TV, we do have some findings that relate to instructional TV in other fields. It is reasonable to assume that these studies have relevance for business education. A research summary published in December, 1956 (Hideya Kumata, "An Inventory of Instructional Television Research," Educational Television and Radio Center, Ann Arbor, Mich.) gives us some answers to the most commonly asked questions about the effectiveness of instructional television. I believe that the results of the studies summarized by Kumata suggest these assumptions:

- Students *do* learn by television.
- Students taught by television generally learn as much as, and in some instances more than, those taught by conventional methods.
- Students of low ability seem to learn more effectively by television instruction than by conventional methods.
- Students taught by television retain as much knowledge as those taught by conventional methods.
- The teaching method used—lecture, interview, panel discussion—does not seem to affect long-term learning.

<sup>1</sup> Fred S. Cook, "Popular Education via TV," *Systems for Educators*, March-April, 1957, pp. 13-14.

William R. Pasevark, "Teaching Typewriting through Television," Research Report No. 17, Bureau of Business Research, Michigan State University, October, 1956.

T. James Crawford, "Television Typewriting Research," *The Balance Sheet*, December, 1957, pp. 148-49, 154.

W. G. Carpenter, J. E. Fair, J. E. Heald, and W. B. Mitchell, "Closed-Circuit Television Is Used at Evanston Township High School," *The Bulletin*, National Association of Secondary-School Principals, January, 1958, pp. 19-54.

• Making intercommunication ("feedback") available to the TV student does not seem to be necessary for effective teaching.

• Good classroom teachers make good TV teachers with little or no special training.

• TV students are generally favorable toward learning by television.

• Practically every subject field has been taught by television, but there is little evidence to indicate the "best" subject-matter areas for TV teaching.

• In certain instances, it has been possible to teach a course by TV in less time than has been thought feasible by conventional methods.

Thus, in just a little more than a decade of experimentation with instructional television, we have substantial evidence on at least 10 points relating to the effectiveness of the medium.

Since television is considered another audio-visual device, it would seem appropriate to include these proved points for properly used audio-visual materials in teaching:<sup>2</sup>

• They supply a concrete basis for conceptual thinking and hence reduce meaningless word responses of students.

• They have a high degree of interest for students.

• They supply the necessary basis for developmental learning and hence make learning more permanent.

• They offer a reality of experience that stimulates self-activity on the part of pupils.

• They develop a continuity of thought.

• They contribute to growth of meaning and hence to vocabulary development.

• They provide experiences not easily secured by other materials and contribute to the efficiency, depth, and variety of learning.

When we consider the evidence for effective use of audio-visual materials and the specific results based on instructional TV research, it seems apparent that the answer to the question, "Can we teach by television?" is, "Yes." We can be even more emphatic: We have evidence to indicate that, if we use the medium properly, *we can teach more effectively by television than by conventional methods.*

#### Business Courses Already Televised

The replies to a recent survey that I made concerning the teaching of business subjects via open-circuit TV indicates that:

1. Thirteen of the 25 educational television stations that are now broadcasting have telecast, or are currently telecasting, one or more business subjects.

2. Three stations are planning to offer business courses soon.

3. Only two stations of the 24 that are owned or operated by educational institutions are offering business courses.

The variety of courses being telecast is wide. Some are credit courses only, some are noncredit only, and some are a combination of the two. The length of the courses varies from a few weeks to a full school year.

(Continued on page 37)

<sup>2</sup> Edgar Dale, James D. Finn, and Charles F. Hoban, "Research on Audio-Visual Materials," 48th Yearbook, National Society for Study of Education, 1948.



# "I'D LIKE TO HAVE MY PROGRAM CHANGED!"



*A supervisor must solve each problem without creating several new ones*

## I. DAVID SATLOW

Thomas Jefferson High School, Brooklyn, N.Y.

**D**ESPITE all preparations on the part of the guidance counselors and all precautions on the part of the program committee, requests for program changes will invariably arise very early in the school term, at a time when the department head is faced with many other demands that also require instant attention.

Such requests cannot be dismissed with the arbitrary pronouncement, "I'm sorry, but I have far too many other problems to attend to today." The department head who sees an interrelationship between any problem and a program of efficient departmental management will simply find time to give consideration to requests for a change of program.

In the handling of these requests,

the department head must combine sympathetic understanding, firmness, and diplomacy. Doing so calls for much patience, the apportionment of ample time to listen to a recital of grievances, an engaging personality that encourages frankness, an ability to arrive at the facts and the underlying causes for the requests, and a sense of discernment that enables him to distinguish between a worthy request and an unworthy one.

This article will present several cases dealing with requests for a change of program. The facts have already been adduced and interpreted, so that the cases as presented are reduced to their simplest terms.

Ruth L., a senior, is in Mr. D's Bookkeeping 4 class. She received a failing mark with him in Bookkeeping 1 a year and a half ago, and she is certain that he'll fail her in Book-

keeping 4 this term. Since she needs credit for the subject for graduation, she wishes to be changed to another teacher's Bookkeeping 4 class.

A more usual type of request is that of Phyllis C., currently in Miss O's class, after having been failed by her the preceding term. (The reader will note that it's always a case of having been failed by the teacher, not by the poor quality of the student's own work.) Such a request is invariably flavored by the added touch, "She's always picking on me!"

There are inevitably one or two students who want to be transferred out of Mr. H's classes because "I don't like him," or "I heard that he's a terrible teacher," or "He's a low marker," or "I'm sure I'm going to fail with him."

This is a modest demand compared with the one that might be made in

## *A student's request for a program change can't be ignored;*

the event that Mr. H is the only teacher for a given grade, for then it is not at all unlikely that the department head will be confronted by a delegation fortified with many arguments directed toward one goal—changing the teacher for the class.

Occasionally, we run into the type of request voiced by Andy H, who desired to be transferred out of Mr. M's class because "he insists that I volunteer."

Then there is the case of Renee K, who had Mrs. T for two terms in succession, has nothing against her personally, yet "would prefer to be transferred to another teacher's class." As against this, we find the very opposite type of request, that of Mary W, who desires "to be transferred to Mr. T's class, because I had him for the past two terms, and I'm accustomed to the way he teaches."

Of course, not all requests emanate from the students; some originate with the teachers. For example, Mr. A might ask that Charles E be taken out of his class because "I don't like his attitude." Mr. S might voice the

complaint that Henry R has modified-course classes in all subjects except merchandising, and he sees no reason why the boy should not have been programmed to a modified merchandising class.

Mr. Y complains of three late admissions to his business-arithmetic class, taking vigorous exception to the general office's explanation that "it is too late in the term to program them for algebra."

### **Mutual Hardship**

An interesting case is Mr. F's request that Alice N be transferred to another teacher. Alice had been in his class last term and had barely got by with the minimum 65 per cent; now he has her in the next grade. He feels that "the present program works an injustice on both teacher and student," that each had had enough of the other during the past six months.

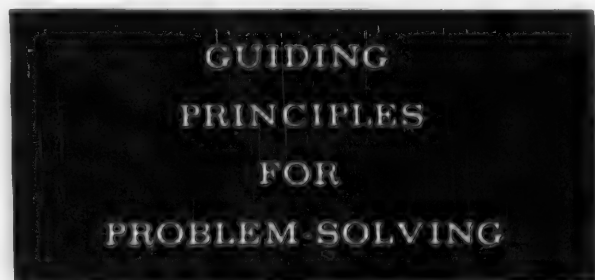
Then there's the occasional boner by either the program committee or the homeroom teacher, whereby Kathy L was programmed to Book-

keeping 2 (Bk 2) instead of Record Keeping 2 (RK 2).

Once in a long while, the request may represent an attempt to extricate oneself from a delicate situation. For example, young Mrs. J requested confidentially that Carol C be transferred to another teacher's class in order to avoid the embarrassment of having to teach her mother-in-law's neighbor.

The reader is being spared the details concerning the solution arrived at in each of the foregoing cases. For that matter, specific solutions are not germane to this discussion. What is more important is the basic philosophy involved in the consideration of such problems. These are presented in terms of the series of guiding principles shown below.

(The reader will recognize that each request should be determined on its own merits, that very rarely are any two cases alike in every respect, and that the department head is often called on to weigh one of the guiding principles against another before arriving at a solution.)



1. Put students at ease; with the element of tension removed, a rational appraisal will be possible.

2. Be exceedingly patient; avoid getting into an argument with the person making the request.

3. Discourage students from passing judgment on teachers on the basis of hearsay or the experience of friends. On the other hand, don't ignore student complaints.

4. Don't pass judgment on the merits of any request until all the facts have been ascertained.

5. Jot down several brief notes, in order to eliminate the danger of forgetting pertinent facts.

6. Never promise the impossible, nor lead the complainant to reach false conclusions about the disposition to be made of his case.

7. Don't make any promise unless *you* are the one who will be carrying out the promise and until *you* are certain that it will be done.

8. Avoid snap judgments. Saying "See me during the eighth period (or the first thing tomorrow morning)" will allow time to explore the problem or to conduct an informal investigation.

9. Remember that the curriculum exists for the benefit of the students, but the students should be expected to work up to capacity.

10. Don't subject students to unpleasant experiences day after day; this is unfair to the emotional development of adolescent youth. On the other hand, discourage students from indulging in imaginary fears.

11. Keep in mind that not all standards for popularity with students are educationally sound.

12. Don't, out of a desire to provide students with feelings of security, success, and recognition, try to remove all obstacles from their paths.

## *and a careless solution of such a problem can be worse than no solution at all*

Having declined to indicate the solutions arrived at in the cases cited, and having called attention to a list of noble principles that enter into the making of any decision, it is only fair to relate briefly what happened in one case—a case in which bread that had been cast upon the waters returned before many days had passed.

Very early in the term, Betty S., a student attending our p. m. session, appeared with a request that her program be changed; she simply could not understand her teacher's way of explaining things. Her request was denied, with the assurance that she had a wonderful teacher, that once she became accustomed to his ways she would understand him perfectly and would not consider leaving his class, and that she was at liberty to report to the department office during the second period daily for any special tutoring she might require. (As a p. m'er, her day officially began with the third period; and this proposed solution would necessitate her arriving forty minutes earlier for a week or so.) For several

days, Betty availed herself of this offer, then came up with the flattering—though somewhat fantastic—request that she “be permitted to report here [the department office] for the rest of the term and stop attending her bookkeeping class.”

### **Good Guidance Helps**

Fortunately, not too many requests for change of program are made in any one semester. This is probably attributable to sound basic guidance and efficient programming at our school. We hope that it's not the result of resignation to one's lot or of a sense of futility; actually, this can't be the case, since students do feel free to turn to their guidance counselors with their problems, and the counselor can then take up the matter with the department office.

There are, however, enough requests to make serious inroads on one's time—and, frequently, the loss of one specific period may mean the loss of an entire day, insofar as a specific chore is concerned. Yet, the “complaint department” is to be open

for business at all times; students and teachers should feel that there is someone to turn to with their problems.

It must be pointed out that a complainant should not be allowed to assume that, because he is granted a patient audience, the supervisor is going to accede to his request. Each case is to be determined on its own merits, with full realization that the determination on any request that is based on one set of facts may result in demands on similar sets of facts, since precedent is a most potent authority in judicial proceedings. By the same token, however, we should realize that a firm and fair stand will deter others from pursuing groundless requests.

A careful gathering and a judicious appraisal of all the facts that have any bearing on a problem will prove helpful in arriving at a worthwhile decision, will make the supervisor aware of various ancillary problems in the functioning of the department, and will have an impact on the morale of both students and teachers

13. Remind yourself that certain problems are best solved by facing them rather than by avoiding them.

14. In discussing a case with any staff member, be careful not to put the staff member on the defensive.

15. Don't permit the person responsible for bringing on a problem to pass it along to someone else.

16. Be sure that your solutions give full recognition to principles of mental hygiene.

17. Emphasize to students that, in the business world, one is not always in a position to choose one's employer; one has to learn to get along with all types of people.

18. Remember that the determination of any one case may serve as a precedent for other cases.

19. Respect student confidences.

20. Judge requests on the basis of equity, not on whim.

21. Consider the impact of any decision on the policy of the greatest good for the greatest number.

22. Be firm, yet gentle, in your decisions.

23. Be circumspect; avoid having requests for change of program develop into a “racket.”

24. Avoid disposing of any one problem by means of a solution that brings on several new problems in its wake.

25. Give thought to the possibility of disposing of several other problems through the solution of the one problem that currently demands attention.

26. Try to ascertain whether the current problem is actually a symptom of some deeper problem. If it is, in addition to solving the immediate problem, treat the deeper problem so that similar complaints will not recur.

27. Keep an informal record of the names of those who make requests and of the disposition of the cases, as a check on “repeaters.”

28. Bear in mind that some requests for change of program are valuable clues for referral to the school's personality guidance officer.

29. Follow up cases informally, in order to determine whether adjustment has taken place.

30. Always observe principles of professional ethics.

## the case of the reluctant stenographer

Who made Frances afraid of advanced stenography?  
Why do thousands of others feel the same way she did?

THIS IS THE CITY—New York, New York. I work here. I'm a teacher. My name is Schwartz.

It was Monday, February 4, 5:45 p. m. I was on the thirteenth floor of the Baruch Building, on my way to the first session of the semester in Gregg Intermediate Stenography, when I met Frances, who had been my student in Elementary Stenography the term before.

I asked her if she was coming to the Intermediate class. No, she wasn't; she was repeating the Elementary course. Somewhat startled, I recalled that I had given her a B. Yes, but she still wasn't ready for Intermediate. She "had to know her outlines better."

I didn't see Frances again. I don't know if she ever learned enough shorthand theory to go on, because she didn't turn up in the next Intermediate class, either. Yet I knew, even while she was in that evening Elementary class at City College, that Frances had majored in stenography and typewriting in high school. . .



**T**HE STORY is true. Only the name has been changed, to protect the innocent.

Frances is the obviously reluctant stenographer, my name for one who resists using her training. She is perhaps an extreme example; but this merely increases her value, for there are others like her.

I believe that teachers of stenography create reluctant stenographers. We don't create all of them—for there always have been and always will be those in every endeavor who will deny their training and refuse it as a vocation. But we do add to their ranks.

We teachers can create reluctant stenographers because we work with the details of shorthand, write it extremely accurately, think of and dwell on the theory—and too soon expect the student to do the same.

Now, I, too, am revolted by the

"make-believe" Gregg that our new, blundering students sometimes seem to insist on producing. I, too, am appalled at the lack of aesthetic appreciation of size of strokes. I, too, wonder if these young hopefuls ever see—really see, not just gape at—what they copy so assiduously, so blindly.

But I also know that some of those early attempts will surely improve as the student copies more shorthand, reads more shorthand, is reminded of more shorthand, finally "sees" more shorthand. Nobody dreams of "improving" the child's speech in those first faltering efforts, either.

Naturally, in the course of time, the careless and unseeing student has to be brought up short, just as the conscientious parent will begin to correct a lisp or other fault of the young child. The old habit has to be

changed, a task that is infinitely easier when it is still relatively young and tender—but not before sufficient "experiencing" indicates that the fault will not right itself.

I therefore adjure giving the student time to adjust to the skill and the classroom atmosphere. So favorable a beginning helps to induce early a favorable impression of stenography that is difficult to erase.

And just as we restrain ourselves from correcting too early, it is important to expect that our students will not have our mastery of the details and the theory—to expect that they will not have our extreme accuracy in writing shorthand—because it is not at all necessary to write near-perfect shorthand in order to obtain an accurate transcript.

This is what I think happened to Frances. Hounded and pounded,

(Continued on page 39)



# SHOULD TEACHERS HAVE FIVE YEARS OF TRAINING?

"Yes," say half of the teacher-education leaders surveyed; but many favor making the fifth year parallel actual teaching experience

J. KENNETH ROACH

University of Georgia, Athens

**S**HOULD THE TIME required for teacher education be equal to the requirement for the professions of law and medicine? Should it, at least, be longer than the customary four-year college program? As part of a doctoral study, I submitted the following question to 61 leaders in general teacher education and to 50 leaders in business-teacher education:

<i>Optimum number of college years needed to prepare capable students for their initial (not internship) teaching position is:</i>	<i>Leaders Approving Statement</i>
(a) six years .....	2%
(b) five years .....	50%
(c) four years .....	35%
(d) three years (or less) .....	2%
(e) four or five years .....	7%

Apparently believing that an adequate cultural background can no longer be secured, nor modern pedagogy be mastered, in the time usually assigned to a college education, slightly more than half the leaders (52 per cent) would extend the pre-service training of teachers beyond the fourth year. These majority leaders may see other justifications for their position than the ones just mentioned. Some of them may believe that such extension offers the only method of changing teaching from a vocation to a real profession, since it would tend to eliminate all but those who plan to make teaching a life work. Others may point out that the additional time period also provides a greater opportunity for positive selection on the part of teacher trainers. For one thing, it permits a more accurate analysis of the student's abilities and aptitudes for teaching. Furthermore, it should attract more capable candidates, since academic ability tends to vary in direct proportion to the length of the training period required.

Despite the advantages claimed for an extended teacher-education program, a large minority of the leaders (35 per cent) are of the opinion that the fifth year should be of an *in-service*, rather than of a *pre-service*, nature. These leaders undoubtedly would not argue that the present four-year curriculum produces a completely prepared teacher; but they feel that a regular fifth year would not do so either. They make the point that at no time will the better teacher consider his preparation complete. Instead of adding a fifth year, they would recommend a critical evaluation of the four-year program in order to determine wherein it can be improved. Their position is that the additional training should parallel, rather than precede, actual teaching experience.

## Faulty Process of Selection

This minority group of leaders would not accept the conclusion that the extra time provided by a regular five-year curriculum would result in a greatly improved selective process. According to them, it certainly should be possible to arrive at a fairly accurate appraisal of the student's abilities and aptitudes over a four-year period. While they might agree with the majority contention that the fifth-year requirement would screen out candidates, they are by no means convinced that these would be the less desirable candidates. For, if these less desirable students can complete the requirements of a four-year program, there is little reason to conclude that they could not be equally successful under a five-year plan. The point that the minority leaders would make is that the extension of a pre-service training period would result in an undesirable selective process—selection on the basis of ability to pay.

## TYPICAL BUSINESS-SCHOOL DAY STUDENT:

**T**HE SIGHT OF a gray-haired woman, with textbooks under her arm, attending adult evening classes is not news. But the preponderance of older students, age *circa* 40 to 60, in *day* classes in many business schools is certainly a new trend. In our Bronx branch, for example, adults comprise 75 per cent of the student body this year.

What is motivating Mother and Grandmother to enroll for business courses? How are business schools meeting the challenge of this new type of student potential?

The mature student wants to qualify for a position mainly for two reasons: (1) *Economic necessity*. A widow or divorcee has the problem of earning a livelihood. In the case of many others, the need to meet the spiraling cost of living provides the incentive. (2) *Boredom*. When children have grown up, the mother is left with time that begs to be utilized profitably.

The conditions of our times are most favorable to helping the older person to realize her ambitions. For one thing, the shortage of office workers promises to be with us for a very long time; there are many lucrative jobs available. For another, a great deal is being done to remove the age barrier in employment. In New York City, for example, Dr. Isadore Lubin, State Industrial Commissioner, has announced that a \$15,000 grant from the State Employment Service, a division of the State Labor Department, has been distributed equally to three private employment agencies for a research and pilot project. These agencies—the Vocational Service Center of the Young Men's Christian Association, the Archdiocesan Guidance Service, and the Federation Employment and

Guidance Service—have been conducting an intensive drive to find suitable jobs for selected groups of men and women between 45 and 60 years of age. Also, Secretary of Labor James P. Mitchell has warned that the only way to alleviate the shortage of office help is for the business world to accept senior applicants according to ability, not age.

Though the problem of the age barrier is far from being completely solved, it is a heartening sign of our times that it is gradually being worn down. Nowadays it is not unusual to read in the Help Wanted columns: "Mature secretary preferred." This is the kind of attitude that is dispelling the doubts and fears of the older person and influencing her to take a business course.

To meet the challenge of this new type of student, it is essential to adopt a new attitude, approach, and technique. Our own school has embarked on a three-fold program—promotional, psychological, and pedagogic—that may prove to be of interest to other schools.

### Promotional Program

Our advertisements are slanted to attract the older person. We offer intensive courses as well as review or refresher courses, with the flexibility of hours and assurances of employment. To enable those with home responsibilities to attend day classes, we permit adjustments in hours, and sometimes even days, to suit individual needs. Our attitude is permissive and understanding.

### Psychological Approach

Teaching, particularly on the adult level, includes counseling. We counsel the senior student to consider age a help, not a hindrance. Dr.

Martin Gumpert, author of *You Are Younger Than You Think*, has written, "A normal person is at his best mental period between 40 and 70."

It is a paradox that, although the oldster hopes the future employer will forget the age factor, *she* constantly remembers it. She would do better to remember the words of Edward L. Thorndike of Columbia University: "Age in itself is a minor factor in either success or failure. Capacity, interest, energy, and time are the essentials." According to Dr. Alexis Carrel, the mind is geared to a long pull. "When physical faculties begin to weaken," he claims, "the mind sometimes attains the summit of development."

When the senior student realizes that age is not just a matter of chronology but a combination of psychological, genetic, and emotional factors—that it is possible to be old at 30 or young at 70—she is able to devote herself to her studies.

Interruptions in her progress, however, should be accepted as normal phases of adjustment. The instructor, in the role of counselor, can help bridge the gap opened up by the oldster's leaving the relatively fixed pattern of home life to be subjected to the uncertainties of a learner. Then, too, the instructor can keep the mood of the class one of hope and optimism; for the adult student has a propensity to be too ambitious in her zeal to complete the course quickly. When accomplishment does not coincide with expectation, dejection can spread over the entire classroom.

What, precisely, can be done in such situations? I have tried these devices with good results:

**PEP TALKS.** Like a gentler version of the football coach who tells



## THE MATURE WOMAN

SYLVIA A. BERNs,

Ernest Hornes School, Inc., New York City

The trend is upward—in ambition as well as age. Business schools must now tailor their courses for older women, in both day and evening classes

hus men not to act like sissies but to go out and win, I admonish my older students to go forward instead of fearfully looking backward. Goals are fulfilled through persistence; a child learns to skate by getting up every time he falls down. Plateaus in learning are natural; we all have "low production" and "high production" days.

It is important for learners to build up small successes as morale-boosters and confidence-inspirers. The instructor can award them recognition in the form of pins and certificates for speed accomplishments (e. g., Gregg Typewriting and Stenography Awards) and have them participate in contests (e. g., the Esterbrook pen contests). More important is the contribution made by the teacher who gives the small boost, the words of approval and commendation for any task well done.

**INSPIRATION BY EXAMPLE.** Newspapers and magazines are quick to focus the spotlight on the attainments of oldsters. Stories about senior citizens' earning college degrees, surmounting obstacles, conquering handicaps, and securing high positions inspire older learners. One of my former students, now a vice-president of a bank, would be pleased to know how often her story has been narrated in my classes. My scrapbook includes not only present-day accounts of successful oldsters, but historical examples, too.

Such stories can make worthwhile dictation material for the advanced stenography classes.

**THE THERAPEUTIC SMILE.** To induce an optimistic, hopeful atmosphere in the classroom when tension and fatigue prevail, I submit that the therapeutic value of a smile is worth more than anything else. The first requisite is an affable instructor, for one smile begets another. A smile can have a practical application, too. During a spelling session, for example, a word may spark an amusing story that, for good measure, illustrates the meaning or spelling of a word in a striking or picturesque way. Or, in exemplifying direct quotations during a grammar discussion, the instructor can use dialogue with a diverting punch line. He can remind the class, too, of the cheerful fact that it takes less energy to smile (26 muscles) than to frown (62 muscles).

### Teaching Technique

The older person often turns out to be a more responsive student than her younger classmate. Motivated by a strong vocational incentive, she knows how to apply herself and wastes less time. Her problem, as Dr. Jack Botwinick of the National Institute of Mental Health states, is not learning but unlearning—that is, eliminating patterns of behavior that are no longer appropriate.

For effective teaching, therefore,

it is advisable to assist the adult to alter two things: point of view and dread of new ideas.

A case in point concerns the older person who enrolls for a refresher stenography course. The question immediately arises: "What textbook should be used, the Anniversary or Simplified edition?" Often a student dreads to try the newer and easier version, even though she has only vague memories of the former text. It is up to the instructor to make the decision after carefully testing and analyzing each individual.

To meet the educational needs of our senior students whose backgrounds require updating, our school has extended the curriculum to include English of modern business, punctuation and capitalization reviews, up-to-date letter arrangements, telephone technique, and new machines.

With specialized training and personalized guidance, older students are bound to "TRY-unph," because they are inspired to accent that first syllable until they do.

The Women's Bureau reminds us that, for maximum prosperity, America needs older men and women, and that more of them may be expected to be drawn into the labor market. Business schools are demonstrating that they are doing their part in preparing older citizens to make their contribution.

**B**USINESS EDUCATORS often emphasize the importance of relating high school subjects to the everyday experiences of students. A high school bookkeeping course presents an ideal situation for capitalizing on student experiences; yet bookkeeping too often sticks to theory.

This discussion illustrates a meaningful experience, common to many high school students, that can be used as a supplementary aid in teaching the basic principles of first-year bookkeeping. For our purposes, let's assume that:

You are a business teacher in a small high school with approximately 150 students in the upper three grades. You are the sponsor of the senior class; and most, if not all, of your bookkeeping students are members of the senior class. At the beginning of the school year, the senior class has \$50 in its bank account. The money can be used in any way the class members wish; however, its major purpose is to finance the senior-class trip, which will be taken at the end of the school year. In the course of the year, several money-making projects will add to the bank account.

As new bookkeeping principles are introduced, they can be illustrated by the use of the financial records of the senior class. Illustrating every new principle might become monotonous; it would probably be best to use the records only to stress major points.

After discussing the text material and whatever other materials you have available, you can illustrate the bookkeeping equation by using the class records. You might place this diagram on the chalkboard:

$$\begin{array}{rcl} A & = & L + P \\ \text{Cash } \$50 & = & \text{Senior Class, Capital } \$50 \end{array}$$

No liabilities have been incurred, of course; so there is nothing in the liability section of the equation. Since some businesses operate strictly on a cash basis, this illustration

## RELATE BOOKKEEPING TO CLASS ACTIVITIES

is not completely unrealistic. If you want to carry this illustration further, you can assume some liabilities and show how the equation is affected. For example, if the senior class has borrowed \$100 from the local bank, the equation will be:

$$\begin{array}{rcl} A & = & L + P \\ \text{Cash } \$150 & = & \text{First Nat'l. Bank } \$100 + \text{Senior Class, Capital } \$50 \end{array}$$

Every senior-class member will easily understand business transactions conducted by the class. If the class treasurer writes a check drawn on the class fund to pay the \$100 note at the bank, every student knows that the amount of cash now in the fund will decrease by \$100. It should not be difficult to show them that this transaction will bring about a decrease in an Asset account, with a corresponding decrease in a Liability account. The bookkeeping equation will still be in balance, but it will now be the same as the original equation above.

One of your students may raise a question concerning interest on the bank loan. It is best to pass over this question without a discussion of the procedure for recording interest. Simply explain that the manner in which interest is recorded in bookkeeping will be reserved for later discussion.

Because of the importance of an adequate understanding of closing entries, you should use every valid technique available to teach these entries thoroughly. For example, assume that the senior class has operated the concession stand at the Friday night football game. The class has incurred operating expenses and has received income from sales. The Proprietorship section of the ledger of the senior-class financial records can be illustrated by this diagram, which is adapted from Lloyd L. Garrison's "Expanding the Fundamental Bookkeeping Equation" (BEW, Oct., '57, p. 33):

Senior Class, Capital	
	50 00
Ice Expense	
4 00	
Grocery Expense	
20 00	
Soft-Drink Expense	
12 00	
	Sales
	106 00

You can use the diagram to show that the Senior Class, Capital account is not up to date; there have been decreases in proprietorship brought about by the expenses, and there has been an increase in proprietorship brought about by the income from sales. The total income from sales is \$106, and total expenses are \$66. Income from sales is greater than the expenses of doing business; therefore, the proprietorship of the senior class has increased. The students should sense the need for some method of disposing of the expense- and income-account balances and transferring them to the Senior Class, Capital account. That method is, of course, the use of closing entries.

Before and after journalizing the closing entries, you can use this diagram to aid in clarifying the way in which the closing entries bring about a flow of the expense- and income-account balances into the Senior Class, Capital account:

Senior Class, Capital	
66 00	50 00
	106 00
Ice Expense	
4 00	4 00
Grocery Expense	
20 00	20 00
Soft-Drink Expense	
42 00	42 00
	Sales
	106 00
	106 00

In taking advantage of a practical situation, you need not, of course, limit yourself to the financial records of the senior class; you can just as easily use the financial records of any other organization in the school.



# LOOK FOR PROJECTS IN YOUR OWN BACKYARD

What's more practical than a project devised especially to prepare students for jobs in a specific local industry?

**CARROLL H. BLANCHARD, JR.**

New York State College for Teachers, Albany

**EDITOR'S NOTE:** *The community referred to in this article is Conway, New Hampshire, where the author was on the faculty of Crosby Kennett High School until last fall.*

**B**EFORE HIS DEATH a few years ago, Al Jolson, on his radio program, frequently sang a song that ended with, "You'll find your happiness there—right in your own backyard!"

And so it is with teaching! In our efforts to bring real experiences to the business classroom, we sometimes forget the rich deposits close at hand and pass them by.

Let us tell you how we searched for one of these rich deposits, found it, tapped it, and won a "fortune."

A considerable number of our community's residents are employed by the branch office of a nationally known mail-order house. A fair per cent of the business graduates of our school—an average-size school with a strong enrollment in business subjects—find employment at this branch office. Many of our citizens trade at the retail outlet of the branch office or take advantage of its mail-order service. In fact, almost everyone in our community comes in contact with this firm at one time or another.

These, then, were the clues that led us to our rich deposit—the branch-office warehouse.

On a visit to the branch office, I was received most courteously. During a tour of the plant, company officials carefully pointed out to me the salient features of mail-order handling. I observed the step-by-step processing of an order, noted the duties of the workers and the particular skill and training their jobs entailed.

Yes, this was what I wanted!

"Could I bring my students in for a similar tour?"

The manager sadly shook his head—adults, yes, but company policy would not permit high school students. He would, however, gladly supply us with all the information we desired, and we could feel free to take all the pictures we needed.

Pictures? Here was a thought! My own students' meager ability in photography would hardly be adequate to the task, but we could enlist the services of the high school photography clubs.

We decided to produce color slides. We found that 30 frames would cover adequately the various steps in mail-order handling. In order to be able to take a series of shots of each step

from which we could select the best picture, we bought two rolls of 36-exposure 35mm. film at \$1.80 a roll and 72 flash bulbs at 11 cents each. The charges involved in developing and mounting the slides amounted to \$2 a roll. Total cost: \$15.52. Our final task was the preparation of a script to explain each picture.

Here was a made-to-order device for the office-practice classes. In particular, we could study with care the series of pictures entitled: "The Clericals Take Over." We could now see the different tasks performed and the variety of machines used. We could develop a lively discussion on the skills, training, and standards of performance required.

The consumer-education class found value in the series of pictures showing the selection of goods and the ways of storing, handling, and packing them.

The general-business class discussed the ways in which orders were placed, the time element, and methods of shipping and transporting.

And so we could go on . . .

We had found a rich deposit. But we must not stop here—there are so many more, and richer, "veins" to be found, in the words of the song, right here in our own backyard!

Do our graduates know what they want, what they can do, and what they'll be paid for it?

## Are we helping our students

*NOTE: This article is based on a speech given by the author before the Toledo chapter of the National Office Management Association*

**Y**OU AND I know that all teenagers aren't juvenile delinquents, dope addicts, alcoholics, or vandals. They don't all kick in the roofs of buses. They are not problem youngsters . . . they're just youngsters with problems. Their problems are natural because they are trying to establish themselves in an adult world that is pretty much mixed up . . . at least, to their generation.

What are we doing to help them?

Two examples of what a lack of concern can do should illustrate what I mean.

Perhaps every day you see a man who walks with a limp. What you may or may not know is that, when he was a baby, he rolled off a table and was injured. An accident? Sure. But throughout his life his mother has had a haunting reminder of one moment of carelessness. If she had not left him unguarded for that brief moment . . . well, you get the idea.

In another example, we see a father pleading unsuccessfully to get his son out of jail. The lockup was proper, considering the misdemeanor. But the circumstances that permitted this young man to go astray . . . well, again you get the point.

But let's quit talking about others who failed in their responsibilities. Let's look into the mirror of life and take inventory of ourselves. How well do we stack up?

Do you ever see persons, grown-ups now, who were irrepressible youths when they were entrusted to your care? If some of them today are not measuring up to expectations, do you ever wonder why? In some instances, now that we look back, did we perhaps stop caring too soon?

Oh sure, all of us can name several success stories. We point with pride to the fact that somewhere in the past we may have influenced these individuals in making wise decisions. But I don't think we have much right to become too proud. The student who was voted "most likely to succeed" probably didn't need much help in the first place.

But what about all the others, those who were not outstanding? They are by far the majority. They required more help, more patience, more guidance. Did they get more?

I say that every one of your students, every last one, is worth helping. After they have left school, business must also help them. In fact, all of us who make our living working with people have a responsibility to them. But yours is a primary responsibility, because you get them first. Let's discuss that responsibility.

All through the years, educators have improved their methods of preparing students for getting along in life. When the student reaches high school, he embarks on two new phases of education—vocational training and personality development. His advance in these two directions depends on both his ambitions at the time and the facilities of the school. And by facilities I include the character of the faculty.

Formal education should be "liberal." But only extremists claim that all time must be devoted to "great thoughts," "great books," or the "wisdom of the ages." The wisdom of the ages does not teach the student how to earn his keep in a machine age. Along the way to a liberal education, some consideration must be given to preparing the student for a vocation or profession.

### Vocational Training

Vocational education is for all who must provide a livelihood for themselves and their families. In this country, with its characteristic attention to financial success, it is natural that the 66 million men and women who are its workers should have a deep and abiding realization that vocational training is an inescapable part of the preparation for life. Of course, secondary schools also include additional education to acquaint students with the cultural side of life.

ts  
*face reality?*



**WILBERT E. SCHEER**

Personnel Director, Blue Cross/Blue Shield

so that they may hope to enjoy it as they make progress as wage-earners.

High schools and colleges make a genuine effort to help the student once he is equipped to begin work to find the type of employment for which he is best suited. They do a good job of teaching, testing, and counseling to determine each student's proper field and in notifying him of the results.

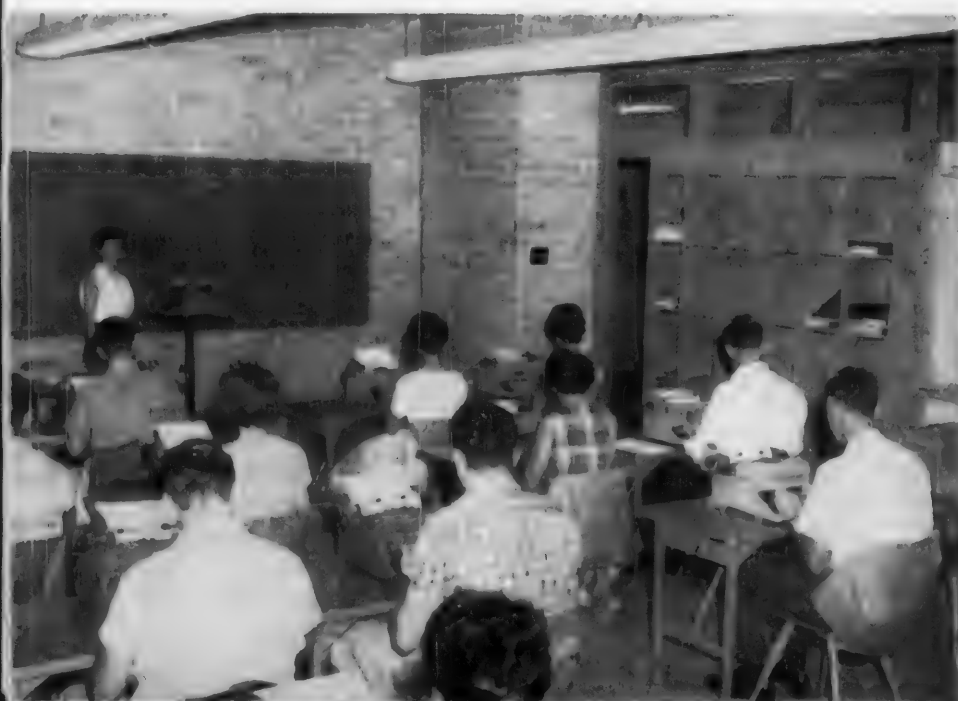
But one's best-laid plans are not always carried through to completion, often because of the apathetic attitude of those whom they are intended to benefit. Many a student, once out of school, proceeds on his own, seldom finding what he wants or should have. By the time he does, precious time has been lost.

Surveys show that hardly half of the high school students have anything but the vaguest idea of what they would like to do and be in the future. Many have scarcely thought about it. Many have extravagant notions. This may be the outgrowth of industrialization. Whereas in former days there were few occupations other than farming, limited mechanics, and war, today there are 30,000 different types of work in the United States. We must help our students to learn as early as possible how they want to earn their living and encourage them to work hard in that direction. They cannot accomplish it alone. (Continued, page 34)

# Lamar Tech's Business School

MODERN  
PLANNING

Builds  
New Home  
in Beaumont



TYPING ROOM. Instructor, Jeanette Wright



SOUNDPROOF BOOTH  
Instructor, Nancy Sue Diney



## MRS. NORMA HALL

Lamar State College of Technology, Beaumont, Texas



EXTERIOR VIEW



PLAQUES AT ENTRANCE



SEMINAR ROOM

A HALF-MILLION-DOLLAR School of Business building was completed in the summer of 1957 on the campus of Lamar State College of Technology, Beaumont, Texas. The building contains 16 classrooms, 790 student stations, and office space for 37 professors. It is part of the \$6,000,000 expansion program being conducted under the administration of President F. L. McDonald.

The School of Business with its 1,253 students is completely housed in the new structure, the exterior of which is brick. Strip windows extend the entire length on both floors (see left). The modern design presents an uncluttered, straight-line appearance, blending with the architecture of the other campus buildings. It is connected to these buildings by a covered walkway. At each end of the building is a staircase enclosed in glass and containing indoor plants and flowers. Near the entrance are three marble plaques (left) that a local artist was commissioned to sculpture. They depict secretarial science, theoretical economics, and data processing.

The interior of the building is functional, yet attractive. Roman brick corridors match the straight lines of the exterior. Air conditioning maintains a constant temperature the year round.

### In the Classrooms

The secretarial-science department, located on the second floor, will be described in detail. It presents a number of innovations that have been designed to increase teaching effectiveness in skill subjects.

The typing room (opposite page) is 60 feet long. It is furnished with sound absorbing, adjustable metal typing tables, each of them equipped with an adjustable copyholder. Of 50 typewriters in the room, 10 are electric. Provision has been made, however, for additional electric models by installing numerous electrical outlets on the floor. Part of one wall is covered by built-in bookshelves. Students may leave books and supplies they do not need for typing on these shelves. Between the bookshelves is a large bulletin board for posters and charts.

In the back of the typing room are three soundproof, glassed-in booths, which house dictation equipment and typewriters. These booths allow students to practice Dictaphone work (opposite page) without disturbing typing classes. A large storage room, with shelves to hold extra typewriters and supplies, is also in the back of the room.

The shorthand room is located next to the typing room for the convenience of transcription classes. In the back of this room are four more glassed-in booths, each containing a tape playback machine. Students are encouraged to practice on these machines during free periods. Since the booths are soundproof, students may practice there while a class is being conducted. On one side of this room is a large storage closet where the dictation tapes and records are kept. Because the

shorthand room is used for filing classes, the filing equipment is also stored there.

Another of the secretarial-science classrooms is equipped with a 16mm. movie projector and screen. Instructional films can be shown easily at any time; an opaque projector is also available. An office-machines room (see below) is equipped with many types of machines. Storage cabinets line one wall.

A mahogany-paneled seminar room (page 27) on the second floor provides space for student, faculty, and organization meetings. The room is equipped with conference-type metal tables, with chairs to match.

All classrooms and offices are equipped with new furniture selected to blend with the architecture of the building. A supply center and central file room adjoins the office of the secretary of the dean. Here are located mailboxes and the duplicating equipment used by the faculty.

Faculty offices (below) are provided with new all-metal furniture. The tan office desks have Texolite tops that blend with the oatmeal color of the tile walls. The office chairs, both swivel and straight, are tan metal, with foam-rubber padding covered by brown Naugahyde.

All rooms and offices have fluorescent lighting that provides a minimum of 50-foot candles on working surfaces. Corridors are further lighted by a series of large plastic sky domes. Ceilings are of corrugated sheet steel, painted white and acoustically treated.

Richard Setzer is business administration head at Lamar Tech. The author is chairman of the department of secretarial science. We believe that the many conferences we and other faculty members had with the architects have resulted in a building that is both attractive in design and practical from the standpoint of teaching and classroom requirements.



FACULTY OFFICE ▼

OFFICE-MACHINES ROOM





## 2. the selection and remedial use of technique drills

ALAN C. LLOYD, Director of Gregg Typing Instructional Services, Editorial Consultant to *ENW*

**A**LL RIGHT," says the reader as he finishes the comments made here last month; "so *technique* is The Big Thing in typewriting."

Right.

"And my job is to develop it and to keep it from being injured by neglect or by anything else."

Right.

"And I'm to surround my students with technique reminders—posters, signals, check lists, honor rolls, and what-have-you—so that they can never forget technique."

Right.

"Then, what kind of practice am I to give to develop, improve, or correct typewriting technique?"

Answer: Technique drill

### What Is a Technique Drill?

A technique drill is any exercise from which a student may expect immediate improvement of some specific element in his manner of operating the typewriter.

It involves habits to be executed automatically at the machine.

It focuses on a single goal.

It is, above all, basic drill.

### Technique Drill and Habits

The basic ingredient of good typing technique is good habits—motion habits, position habits, thought habits. When correct habits are so ingrained that they give their owner automatic response, our typist is an expert. Technique drills focus on developing,

refining, and correcting the habits of operation that we wish to make automatic.

Technique drills may be divided into four kinds. As illustrated by the drills on the adjacent pages, the four classifications center on *improving proficiency in—*

1. *Keyboard operation.* Drills that improve rhythm, stroking, shifting, eye control, hand position, etc., fall in this classification.

2. *Machine-parts manipulation.* Drills here include practice in using margin stops, margin release, backspacer, shift lock, tabulator mechanism, paper release, etc.

3. *Special operating techniques.* Drills here concern special uses of machine parts in a few operations occurring so frequently that it is desirable for them to be automatized. Examples: centering, spread-centering, spreading, squeezing, etc.

4. *Editorial corrections.* Drills here concern editorial improvement of the copy in those few areas of "Typist's English" that occur so commonly that they, too, should be automatized. Examples: expression of numbers, paragraphing, capitalizing, spacing after punctuation, use of rough-draft marks, expression of street-number names, etc.

### Technique Drills and Goals

Technique drill is most effective when it focuses on improvement in one thing at a time (even though an

actual drill exercise may have potential for use in improving each of several techniques).

Confusion of goals makes a technique drill worthless. For example, if a student is told to spread-center a line shown to him as—

*a day in school*

he touches on all four technique areas. He uses the keyboard and shift key (keyboard). He backspaces (parts). He spread-centers (operation). He decides on which letters to capitalize (editorial). So, the exercise *seems* loaded with value. But it contains such a diffusion of possible purposes that, while a student may gain some *experience* from the exercise, he is unlikely to improve in the *techniques* it concerns.

When a teacher is disappointed in the outcome of any drill, the first thing to check is the goal—the big goal, the main one—that the student had in mind during his practice. The goal must be clear, important, personal, obtainable, and *single*.

### Technique Drill is DRILL

Technique drills may be ingenious. They are often fun. They may offer rewarding diversion from routine typing practice. But they are *drill* first and foremost; and so they are subject to the laws of learning that apply to any and all drill.

(Continued on next page)

## TYPING TECHNIQUE DRILLS (continued)

1. The student must have an impetus to action. He must see that a problem is involved or that he can and should perform better.

2. The student must perceive what he is to do to get improvement.

3. He needs a performance goal toward which to work; and it should be a reasonable goal, one that is within reach.

4. He needs opportunity to work on the problem element in isolation, then in meaningful context.

5. He needs intermittent score-taking to reassure him of growth.

6. He needs reward in victory.

The right procedures for conducting drill, on both group and individual levels, are mighty important.

### Drilling a Whole Class

Try a routine like this:

Note, class, that the all-cap name

in the sentence, DOW-JONES, has a hyphen in it. A problem there? . . . And what must we do, Mary? . . . Right! Like this, class; watch me. . . . Aim for smoothness; again, watch me. . . .

Try it, class. . . . Again. . . . Now, speeding up a bit. . . . Let's see how many times you can type the whole name in 15 seconds; ready, type. . . . Say, we'd better practice some more! Rows 1 and 3, type the name while the others watch you; ready, type. . . . Rows 2 and 4, what can you tell your classmates? . . . Now, rows 2 and 4, type the name; ready, type. . . . Rows 1 and 3, do you have anything to say? . . .

Now, everyone type the name. . . . Let's try again to see how many times we can type it in 15 seconds; ready, type. . . . How many did better? Wonderful! Now, let's tackle the

whole sentence together, class. . . .

The teacher in this narrative used several devices: demonstration, pace-setting, isolation, timings, having students watch each other, etc. There are other devices that can be used as variants, such as:

- having a student demonstrate.
- typing the drill to music.
- typing the drill in cadence.
- alternately typing very rapidly and very cautiously.
- having a race on the drill.
- having students repeat drill until all are checked satisfactory.
- using carbons, with evaluation of the work on the carbon copy.

### Drilling an Individual

You've checked and double-checked; there is no doubt: Johnny looks up each time he returns the carriage. Remedial measures are in

## TYPING TECHNIQUE DRILLS

### Sample Drills for Improving Keyboard Proficiency

		Words
<b>A. TO IMPROVE RHYTHM:</b>		
1. 3-Letter Run	The man and the boy did not get the pay for the one day off.	12
2. 4-Letter Run	They said that they will lend them some more cash very soon.	12
3. 5-Letter Run	Those eight steel firms found their hotel bills would mount.	12
<b>B. TO MAKE STROKING BRISKER, SHARPER:</b>		
4. Rows 2 and 3	They would help you quite a lot if you would ask their aid.	12
5. Row 3 only	We owe it to you to try to write or to type up your poetry.	12
6. Repetitives	She told us that she had told us that she had told us that.	12
<b>C. TO KEEP HANDS LOW, HUGGING THE HOME KEYS:</b>		
7. Stroke Drill	ffaf jj;j ffsf jjlj ffd f jkj aesa ;;l; aada ;;k; aafa ;;j;	12
8. Home Stress	Karl was afraid the girl had had salad dressing in the jar.	12
9. Anchor Stress	Get a top; a small car; a ball; a mit; and, perhaps, a bat.	12
10. End-on-Homes	Harold asked if Fred would like a cold glass of fresh milk	12
<b>D. TO IMPROVE SHIFTING FOR CAPITALS:</b>		
11. Easy 2-Counts	Lou Art Jim Dan Ina Sam Joe Wes Lyn Sal Una Cal Lil Ada Kim	12
12. Fast 1-Counts	May Roy Ken Ann Mac Vic Lew Sol Pam Rue Hal Don Max Flo May	12
13. In Context	We saw Dr. and Mrs. J. N. White at the Hamon-Whitney Hotel.	12
<b>E. TO IMPROVE THE SPACE-BAR STROKE:</b>		
14. Short Words	None of us like the man who will not do all that he can do.	12
15. End-Start Words	Jack knew why you used data about the early years so often.	12
16. Comma-Space	Well, the art, or skill, of typing is, or will be, helpful.	12
17. Period-Space	Mr. Ray paused . . . smiled wanly . . . and fell. I raced.	12
18. Downhill Run	Polishing usually results from what men try to do to do it.	12



order. How to prescribe and ensure them?

The general formula for drilling out a faulty technique is this:

1. Be sure student knows (a) that he is performing incorrectly, and (b) what he should be doing.

2. Treat the fault casually. No matter what it is, make it seem to be trivial, easily repaired by a little special drilling.

3. Prescribe a single drill that the student is to incorporate in his warmup (to influence the period's practice) for ten days. (No drill cures anything in less time!)

4. Ride close herd so that you can—sincerely, but with no sign of surprise—congratulate the student on each sign of improvement.

5. After ten warmups, either tell the student to give up the drill or matter-of-factly substitute another an-

tidote for ten more warmups. Keep supplying new drills or new attacks until the habit is corrected, always being matter of fact about it. No evidence of despairing, ever.

Thus, in the case of Johnny:

What, John, you, too? A carriage-return looker-upper! How should you return the carriage? Show me. Yes, that's right. Well, to help you get rid of that habit, I want you to type this drill (Sample Drill 27) as part of your warm-up practice every day for the next ten days. Do all this drilling on a separate sheet, putting the day's date above each day's practice; and give the sheet to me when the ten days are up. Understand? Good.

It didn't take? Then:

Now, John, let's try this drill (Sample Drill 38). For ten days, as you did the other drill. Clear?

Still didn't take? Plan an honor roll

on "Returning Carriage Without Looking Up" and:

"Now, John, a new routine. For the next ten days, type your warm-ups with carbon paper and with the ribbon set for stencil typing. Thus, you won't see anything if you do look up; and, meanwhile, we'll have a copy of your work on the carbon copy. Clear?"

And, conscience permitting, get Johnny's name on the honor roll.

### Lining Up Drills for Use

Technique drills are used (a) to introduce a new technique, (b) to refine it, and (c) to correct it. Today's textbooks provide excellent drills for the introduction of a technique, and most provide also follow-up review or refinement drills. All such drills, for either purpose, can

(Continued on page 33)

### F. TO SPEED UP NUMBER STROKING:

Words

19. We-23 twos	we 23 up 70 or 94 it 85 ow 92 pi 08 re 43 yo 69 to 59 we 23	12
20. We-23 threes	wet 235 you 697 ore 943 pie 083 tie 583 ire 843 two 529 529	12
21. Number Race	To 1 or 2 or 3 or 4 or 5 or 6 or 7 or 8 or 9 or 10 or <u>Etc.</u>	--
22. Number Race	The 1 the 2 the 3 the 4 the 5 the 6 the 7 the 8 the 9 <u>Etc.</u>	--

### G. TO ELIMINATE PAUSING BEFORE LONG WORDS:

23. Uphill Run	To be the one who wins will always reward victors suitably.	12
24. Springboards	To tolerate or organize an analysis of offerings is simple.	12
25. Hit 'Em	An elementary way to emphasize a new concept is functional.	12
26. Derivatives	prac practice practical practicing practically practitioner	12

### H. TO IMPROVE EYES-ON-COPY HABIT:

START HERE▼

27. Back-Words	them. of one even for pay not did and keys the all lost She	12
28. Back-Stroke	.uoY rof pirt eht ekam ot ekil dluow yeht taht dias nem eht	12
29. Alphabet Jumble	h e b ; y v s p m ? j g d a x u . r o l i f c z w . t q n k	12

### Sample Drills for Improving in Basic Manipulation of Machine Parts

#### I. TO SPEED UP THE CARRIAGE RETURN:

(Type each word on a separate line, using single spacing.)

##### Manual Machines:

##### Electric Machines:

30. Very, Very Easy	join kink limp pony link	dear base tree crew fast	--
31. Very Easy	lend hand jams lake melt	dogs rule slow wilt ride	--
32. Easy	John Jump Hill Pump Holy	Fred Drew Bart Bess Dear	--
33. Fairly Easy	Jane Kent Lane Park Lady	Riva Alan Tina They When	--
34. Fairly Hard	Dora Ruth Fred Dave Stew	Jinx Hulk Long Lily Pink	--

#### J. TO SPEED UP CARRIAGE RETURN WITH INDENTION:

(Repeat 32, 33, 34; indent carriage 5 spaces on each line.)

35. Double Spaced	I am sure you will wish to visit with us as soon as it	12
37. Single Spaced	is possible for you to do so.	18

(DRILLS CONTINUED ON NEXT PAGE)

# **TYPING TECHNIQUE DRILLS**

(continued)

38. No Hyphens	To arrange work that will look well, the bell must be heard.	12
39. With Hyphens	Word division should be considered negatively distractional.	12

## **L. TO IMPROVE BACKSPACING:**

40. 1-Backs	lab lad law lax (and) rat raw ram ran (and) tar tab tam tan	12
41. 2-Backs	rot ret rut rat (and) sit sat set sot (and) mit mat mut met	12

## **M. TO QUICKEN THE USE OF THE MARGIN RELEASE:**

(Copy line for line, with margin stops set at 15 and 71.)

42. 1-Mores	I wanted to raise it, but I did not have enough strength.	12
43. 2-Mores	We had some doubts about him, but he finally came through.	12
44. 3-Mores	When we heard what he was up to, we all felt quite alarmed.	12

## **N. TO IMPROVE USE OF SHIFT LOCK AND RELEASE:**

45. Separates	CHAIRMAN: Wasn't that in JANUARY, rather than in FEBRUARY?	12
46. Consecutives	MR. PARK: The WORLD ALMANAC says so, but I AM NOT CERTAIN.	12
47. On-Off-On-Off	CHAIRMAN: Well, DOW-JONES says so; and SPEAR-MOODY agrees.	12

## **Sample Drills for Improving Special Operating Techniques**

### **O. TO IMPROVE BACKSPACE-CENTERING:**

(Center each part of each line; the letter I will align.)

48. Evens	It WILL Give Rich Confidence in INITIATIVE	--
49. Odds	DESIGNS for Buildings Involving the Major Principles	--
50. Spreads	S P I R I T D U P L I C A T O R G U I D E S	--

### **P. TO DEVELOP EXPERTNESS IN HALF-SPACING:**

Sentence:	She said that she wished that she could do exactly as I do.	12
51. Spreading	(Type above sentence twice; Second time, change <u>she</u> to <u>he</u> .)	11
52. Crowding	(Type above sentence twice; second time, change <u>she</u> to <u>they</u> .)	13

### **Q. TO DEVELOP ALERTNESS IN TABULATING:**

(Set tab stop every 12th space from the left margin.)

	M	T	T	T	T	
53. Standard	Martin	3-75-441	69.42%	\$ 99,000	6 ft. 11 in.	--
54. Indented	Davis	384-080	7.18%	103,000	3 ft. 2 in.	--
55. Backspaced	Jarvis	11-38-161	100.00%	2,116,000	10 ft. 10 in.	--
56. Mixed	Harmon	8-66-044	8.21%	\$1,372,000	9 ft. 9 in.	--

## **Sample Drills for Improving Editorial Performance**

### **R. TO SHARPEN EDITORIAL ATTENTIVENESS:**

57. Insert missing vowels	Mr. W-ls-n: W- -r pl--s-d t- -ckn-wl-dg- --r r-c--pt	11
58. Insert missing words	-f y--r l-tt-r -f F-br--ry 22, -b--t y--r -v-rd-- p-ym-nts.	11
59. Untangle word inversions	My ---- Mrs. Coe: If --- --- arrange -- visit with us	11
60. Fix punctuation spacing	some---- next ----, we should -- ---- to discuss ---- bill.	23
61. Provide nine capitals	Our office not may be able to within stay its budgeted	11
	expenses. We need shall to trim every away extra activity.	23
	Dear Mr. Solon: We fear-- rightly or wrongly --that you	11
	ask the impossible; however, I 'll do what I can to conform.	23
	mr. blake: mr. king is staying at the marks hotel and	11
	expects to lunch with you on monday in the new empire room.	23

## TYPING TECHNIQUE DRILLS

(Continued from page 31)

be used for remedial purposes. See your book's index.

Incumbent on you, the teacher:

1. Prepare an index of technique drills available to your students. Some teachers prepare 5 by 3 cards, classified by technique, to be given to students who need them. A typical card says something like:

*You're caught! You take your whole hand off the home row each time you reach for the shift key. Now, take your medicine: Type the technique drill on page 111 of our textbook as part of your warmup for the next ten days. . . .*

Other teachers prefer to duplicate a list of technique violations with remedial prescriptions and give a copy to the student, his fault check marked, each time he is "caught."

2. Build up your inventory, either by buying books of remedial drills (many publishers have them) or by composing drills of your own. The sample drills here are illustrative of the kind you can compose—you may duplicate these for your students if you wish to do so. (EDITOR'S NOTE: Professional etiquette suggests a credit line to the author and BEW.)

One thing to remember when preparing your own drills or when assigning drills for corrective practice: Whenever possible, the drill should help the student achieve his goal; a drill that helps him is always better than one which simply is "loaded" with the problem element. For example, a student obviously can type any line of words in an attempt to type with perfect rhythm; but if the words are all easy ones and are all of the same length (as in Sample Drills 1-3), the drill helps him type with even rhythm.

### A Quick Summing Up

A technique drill is an exercise that helps the student improve some specific operating habit. A technique drill is used for introducing and refining typing techniques; it is also our best tool for correcting a faulty technique. But the drill must really be drilled.

Next Month Doctor Lloyd lists more than 30 specific technique flaws you can detect by watching students, and he tells what causes each flaw and what remedy to "prescribe" for each.

## Business Law

IRVING ROSENBLUM  
WILLIAM PITT SCHOOL, NEW YORK 2, N.Y.

## POSTER-PLAYLET

### CLEANED OUT



### MUST SHE PAY FOR THE DRESS-CLEANING?

ANNOUNCER: Here is an argument between a customer and her tailor.

The customer is played by (*student's name*). The tailor is played by (*student's name*). Now let's hear the facts about what happened.

CUSTOMER: I've come to pick up my dress. You promised it would be ready today.

TAILOR: I'm very sorry. Haven't you noticed the condition of my store? Never in twenty years of business have I had such a piece of misfortune. There was a terrible fire here last night, and I'm afraid your beautiful dress was burned.

CUSTOMER: Burned? That dress meant a lot to me. I paid \$100 for it.

TAILOR: I'm very sorry. I even had the dress cleaned before the fire. It had just come back, and so, of course, I had to pay the cleaner.

CUSTOMER: But that doesn't help me. Who is going to pay for this loss?

TAILOR: And who, lady, is going to pay me for the cost of cleaning?

ANNOUNCER: This situation raises two questions: One, does the tailor have to pay for the dress? And, two, does the customer have to pay for the cleaning? What is your opinion?

DECISION: 1. The tailor does not have to pay for the dress. He is required to exercise only ordinary care and is not an insurer. The tailor is not responsible for damage by circumstances beyond his control as long as he has exercised ordinary, reasonable care. 2. The customer has to pay for the cleaning. The tailor is entitled to be compensated for the services he rendered before the loss occurred.

3. All the faculty will (accept, except) the invitation (except, accept) the principal. 25

8. By the end of the first six weeks, the beginners were ready for problems, and the advanced students had completed their notebooks. I planned to give instructions to both groups the same day. Both groups were asked to remain quiet until my explanations were finished. I found that it was good review for the advanced students to listen to my explanations to the beginners, and that exposing beginners to the instructions for advanced students resulted in the beginners' requiring less explanation when they were given advanced problems.

9. I combined all lesson plans that I could manage. When the beginners were to be taught carbon copies, the advanced students did the lesson, making multiple copies. When the beginners learned to do newspaper typing, the advanced people learned duplicating. We elected officers, and both groups together published a duplicated newspaper made up of items written by the students.

There are many such lessons that can be made entertaining and instructive for both groups.

In lessons that can be made intriguing, include both groups, even though the lesson is not in both books. Duplicating can be such a lesson. Near Easter or Christmas, teach both groups how to use either or both types of duplicating machines. Let them make greeting cards in both color and black-and-white. They can really become enthusiastic about this, especially if you let them make enough for their own use.

Mr. Haga, reading your letter gives me the feeling that you are discouraged and perhaps do not enjoy your teaching. I know that things must be very different in an institution; but if you could enter that class just bursting with enthusiasm, I'm sure it would help. An enthusiastic teacher helps to make an enthusiastic class, and an enthusiastic class certainly contributes toward cutting down on absenteeism. I think I should try to make that class so pleasant, entertaining, and worth while that those students would rather be there than any place else in that prison. Even that "pill" of repetition could come up with a new coat on it each time.

Since your students are adults, probably the best motivation you could use would be to convince them of the usefulness of what they are learning. Even adults like to have their accomplishments recognized. I should manage some way to display and praise good work, even if I had to put write-ups in the institutions bulletin (assuming that there is one).

I find that another good motivating stunt is never to have anything at regular intervals. Try to pop something unexpected to your students every day. If you must, choose your lessons from the back of the book one day and from the front the next. Whatever it takes, I'd get the monotony out of that class.

I sincerely hope that you can find some solution to your problems as well as those of your students.

RUTH HAMILTON  
North Salem High School  
Salem, Oregon

Dear Mr. Haga:

You may know that Wisconsin is recognized nationally as one of the leaders in vocational and adult education. One of our special fields of training is business education.

I have taught typewriting for the last ten years in full-time day school, night school, and summer school classes in the Eau Claire, Wisconsin, School of Vocational and Adult Education. In my classes, I have met the same problems that you have expressed. Perhaps I should say the same challenges, for I consider it a real challenge to teach these students. I think of the polio victim who had quit school when he finished the eighth grade; the college graduate who had majored in art but needed typewriting and shorthand in order to earn her livelihood; a G. I. who was a bus driver before the war but, because of war injuries, was no longer able to drive a bus; and the widow, sixty years of age, who needed to go to work.

When I teach a class of adults with a wide range of general intelligence, capabilities, and age, I talk about these differences. I try to make them see that I would not expect the class to be otherwise. Then I stress that everyone should compete against his own record; and I give personal help to each student in setting up a goal for himself, letting him know the length of time it should take to reach this goal. I tell them that it sometimes takes a month or longer to recognize a gain in speed or a higher percentage in accuracy.

It is recognized that emotional problems affect typewriting in just the same way that they affect other work. I do not worry if a student is upset emotionally and for a short time does poor work in typewriting. I feel that no serious setback is caused if he recognizes why he is not improving. The harm is done when he thinks or says, "I just can't learn to type." I try to make him think, "I just can't type today."

Absenteeism causes problems in any classroom. Repetition as a teaching process, if it does not reach the point of monotony, is needed in instruction. There is a little joke in my classes about my willingness to make explanations three times. I have told them the story of the mule: The first time, it was told to move on with its load; the second time, it was told the same thing and helped a little by being led; the third time, it was told again and pulled to give it a little incentive; after the third time—it was shot. I find that it is time well spent to give three explanations. By alternating, I teach a limited number of letter-writing problems, tabulation problems, and other projects one

week, then go through that cycle again. I do not teach all the letter writing in one stretch. This way, there is a greater chance for all the students to get at least one of the explanations.

When beginning and advanced classes have to be taught in the same room, it is necessary to have a certain amount of individual work. I think that the assignment sheets you use are fine for this. Pride in doing this work can be stimulated by placing acceptable work on a bulletin board. My observation has been that adults get a lot of satisfaction in seeing their work displayed. I do not place only the best work on the board; I try to display as much as possible. A limited amount of time should be used for general class work. The following things can be taught to the class: technique, machine parts, care of the machine, and placement. (What if it is the third time for some? Let them explain it.)

I find that drill on the top row of keys can often be done together. Advanced students are often slow on the number and symbol keys. There have been some excellent drills in past issues of *Today's Secretary*. Much interest can be stimulated in timed writings for all. I give 1-minute, 3-minute, and 5-minute writings. I always stress, "Beat your own record." When the routine seems dull or students lack interest, play a record. I have the album, *Typewriting Rhythm Records*, issued by the Gregg Publishing Division, McGraw-Hill Book Company, Inc. This set has six records, each with a different speed. The lowest has the beat for the person typing 16 words a minute, and the highest is for 52 words a minute. I find that these records are easier to use than some others I have had. The beat is distinctly given. My students enjoy trying the various speeds—at least, they leave with a smile on their faces.

You can teach some design typewriting as a class unit. Near a holiday is an especially good time. Design typewriting teaches the use of the variable line spacer and placement of characters. It makes a good hobby, and it may be that some of your students need a hobby.

Sometimes I turn to a student and ask, "How does a child learn to skate?" The answer is usually, "By skating." Then I give them the slogan, "You learn to typewrite by typewriting." I try to make them see that every minute counts.

I feel that optimism helps a lot. It gives a more relaxed atmosphere. I try to decrease the tenseness in a typing class. Adults (especially your students) need lots of encouragement. My students show appreciation of a pleasant classroom. I keep things of interest to them on the bulletin board. In addition to their work, there are pictures, poems, and sometimes a good joke that pertains to office work. I have a set of typewriting cartoons that the students enjoy.

Teaching classes of adults with a wide range of abilities and problems takes a great deal of work, planning, and patience on the part of the instructor; but I feel that the results justify the effort. Adults are appreciative; the large majority use the skills either vo-



cationally or personally; and many of them are fulfilling a desire that they have had for a long time. Doesn't this have a familiar ring: "I've always wished I could type?"

VERNA R. FINDLAY  
Eau Claire School of Vocational  
and Adult Education  
Eau Claire, Wisconsin

## JANUARY PROBLEM

*My problem is every teacher's problem—that of incorrect spelling. I feel that, if we bring the problem of how to teach spelling to the Problem Clinic, we can all get some good, workable ideas—and, too, misery loves company.*

*What do you think about having a list of from 300 to 500 words compiled each year—by NOMA, if at all possible—and using it as one of the means of guiding students into and out of shorthand?*

*I gave the following list of words to my shorthand class at the beginning of this year:*

*(Space does not permit us to repeat the list here. It appears on page 5 of the January BEW.—Ed.)*

*The scores ranged from 87 to 30 per cent, with an average of 40 words misspelled out of the 100. The class, composed of senior girls, is a poorer class than I usually have; but it seems that I always get more than my share of poor spellers.*

*I'd like to know how other business teachers cope with a situation like this. Just how do they teach spelling without taking too much time from shorthand, typing, and transcription?*

*I am beginning to wonder more and more if our audio-visual age won't bring about simplified spelling, as it brought about simplified shorthand. What do you think?*

*I'm going to look forward to the exchange of many useful ideas that will be of help not only to me, but to many other teachers in the field.*

RUBY LEE NELSON  
Iola (Kansas) Senior High

## Suggested Solutions

Dear Ms. Nelson:

The first thing I try for my spelling problem is to make my students "spell"-conscious.

A few days before we begin any transcription work, we try to review all the spelling rules that are available to us. Then the girls bring a list of the troublesome words with which they have come in contact in their daily writings. This list is duplicated and handed to them for further study. For about five minutes each day, we have an old-fashioned, rapid-fire "spelling bee." After about a week or two of this, there comes the inevitable test to see how they have progressed. In nearly all cases, a marked improvement has been made.

In their transcriptions, they are required to use 20,000 Words, and also make a list of all words they have to look up. This list is turned in at the end of each class period and, at the end of the week, is duplicated and handed to the class. They are required to keep



## SHORTHAND CORNER

LYDIA SUTTON HIGH SCHOOL OF COMMERCE, DETROIT

To the uninitiated, teaching shorthand is a breeze—"You do nothing but read to them." This might seem true to the outsider, but there are several requirements without which a shorthand teacher can never expect to achieve maximum results. In general, these requirements cover the type of equipment and the way it is used.

Equipment should play an unobtrusive role. There are only two such items—the copy and a timing device. Let's discuss them first. Investing in a good stop watch is easily justified, but many good teachers use any "second-hand" watch. By being able to read the dial when the second hand is in any position, the teacher avoids the deadly pause of waiting for the hand to point to twelve. With practice, seconds can be counted from any place on the dial, just as, after a little practice, material can be dictated at various speeds. But who knows more about practice than a teacher?

A watch is sometimes handled awkwardly by the novice, so fasten to it a small key chain that can be hooked over the index finger. The watch will fall into the palm; it will not drop and therefore will allow greater freedom of movement.

The copy may be on a printed sheet. But what if it's in a book? A book is bulky and frequently difficult to handle. Fortunately, most dictation books are well bound and, if opened properly when new, can be folded front to back without harm. Handled like this, a book may be held in the same hand as the watch, leaving the other hand free to write any out-lines that the class requests.

Voice quality is another requirement for good shorthand. A voice too high, too thin, or too harsh can keep a class unconsciously restless. Dictation given at a jerky pace, with colloquial pronunciations, or in too soft a voice can create other hazards. The teacher's voice can make or break the beginning shorthand writer.

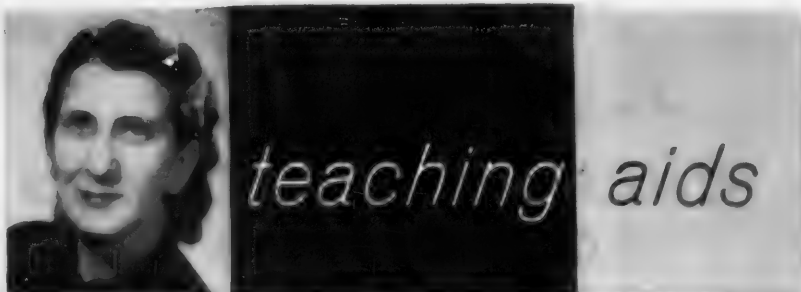
Dictation previews need special study. The selection of words in most texts is not intended to meet the needs of all classes. The teacher should prepare additional dictation material for each day. The kind of material will be governed by each class' rate of advancement. Skillful handling of these words will automatically highlight the importance of proportion and fluency. A record of the words that students request from day to day will help you find their rate of advancement and may be of assistance in planning for future semesters.

The speed of dictation must be geared to the class. Required rates increase from semester to semester, but the general procedure for improving shorthand writing is the same in all courses. Minute (or short) takes are given at increasing rates to build speed—longer takes are given at comfortable rates to build confidence. Again, the teacher must know the class' ability and must start at that level.

The vocabulary and style of dictation material is also important. Material that is too difficult in content or structure will create handicaps. It is wise to select material, from time to time, which will give each member of the class the self-satisfaction of having written shorthand that he can both read and understand.

In addition to giving constant attention to these details of dictation, the teacher must show an awareness of his students as individuals. Is everyone writing? Is everyone working at his best? Can everybody hear? Is anyone bored? Is everyone using a pen?

One must consider each student's all-around training. If teaching is a breeze, it is a breeze stirred by the rate of class activity. It is a breeze that permits no teacher calm repose.



JANE F. WHITE, EAST CAROLINA COLLEGE, GREENVILLE, NORTH CAROLINA

**DPE publications.** Copies of "Business Teaching as a Career" have been distributed to 20,000 persons thus far, chiefly high school and college counselors. If you want a copy, write to the new executive secretary of Delta Pi Epsilon, Dr. Ruth Anderson, North Texas State College, Denton; enclose 35 cents for each copy.

Another career-guidance booklet, "You . . . as a Secretary," has been prepared under the sponsorship of Alpha chapter. It is available to all students interested in a secretarial career. Free copies should be requested from the School Department, Royal Typewriter Company, Division of Royal McBee Corporation, Port Chester, New York.

The newest Delta Pi Epsilon publication is the casebook, *The Business Teacher Learns from Cases*, written under the chairmanship of Estelle Popham, Hunter College, New York. Cases were contributed by business-education teachers and students representing 58 colleges and universities all over the country. This book should have interest for both experienced and inexperienced teachers. It is distributed by South-Western Publishing Company, Cincinnati, Ohio. The price is \$3, less a 20 per cent discount.

**Economic geography.** "Cottonseed . . . and its products" briefly describes the setting, operation, and the products of this American industry. It is based entirely on the area where cotton is grown. The booklet may be obtained free from the National Cottonseed Products Association, 19 South Cleveland Street, Memphis 4, Tennessee.

**Consumer booklets.** The Council on Consumer Information has several booklets ready for distribution: "Consumers Look at Farm Policies," "Consumers Look at Fair Trade," "Helping You Plan Your Life Insurance Program," "What You Should Know about the Law of Estates," "Consumers Look at Burial Practices," "Watch Your Weights and Measures," and "The Consumer and the Antitrust." More booklets are being written and will be published by the Council soon. Single copies are 50 cents each; quantity rates will be given on request. Let me add that if you are interested in becoming a member of this organization, write to Ramon P. Heimerl, Executive Secretary, Colorado State College, Greeley. Write to him also for booklet information.

**Installment study.** The fourth in a series of studies, "Using Installment Credit," has been prepared for the needs of upper-division senior high school students, as well as for the general reader. This resource unit for consumer problems may also be of supplementary reading value in colleges and universities. It is accompanied by a teacher's guide, which has been prepared by Clyde William Phelps, of the University of Southern California, Los Angeles. To obtain copies of all four studies, write to the Commercial Credit Company, 14 Light Street, Baltimore 2, Maryland. Limited quantities are offered without charge for classroom use and similar educational purposes.

**Business correspondence.** "Writing What Comes Naturally" is a cleverly illustrated booklet written by the senior vice-president of the Connecticut Mutual Life Insurance Company, Hartford, Connecticut. It's good supplementary reading. A monthly publication distributed by this firm is "Letter Logic," devoted to better letter writing. If it interests you, ask that your name be placed on their mailing list. Two more free booklets distributed by Connecticut Mutual are "Needlepoints—The Everyday Tensions in a Woman's Life" and "The Worry-Go-Round—How to Understand Your Everyday Tensions."

these lists and always be prepared for a test.

Any misspelled word on a transcript means an automatic F. Aside from working on their spelling because of the grade factor, however, it is surprising how the "spelling bees" improve their work. The side that wins the greatest number of times is treated to Cokes and cookies by the other side twice during the second semester.

On the day of the "reward" party, we also spend some time reading, writing unfamiliar shorthand characters, and playing a few shorthand games; so, actually, no time is wasted.

NELDA YOUNG  
Decatur High School  
Decatur, Texas

Dear Ms. Nelson:

You're right! Spelling is a real problem in shorthand. Shorthand is a subject that particularly focuses the student's attention on the tremendous importance of correct spelling, punctuation, and other principles of English; therefore, we have the advantage of having students who want to improve their spelling in order to be successful.

Frankly, I don't spend much time on spelling lists in the elementary shorthand course. I feel that too much emphasis on spelling will detract from the natural enthusiasm the beginning student has for this fascinating subject. As the course progresses into the second semester, I review with the class a few basic spelling rules (such as *i* before *e* except after *c*; and I have each student keep a record of words that she misspells on tests. In addition to this, I occasionally dictate lists of words to the students that they take in shorthand and transcribe in longhand. I spend some time in speed drills in looking for words in the small dictionaries that we have in class. After all, there will always be words to be checked in the dictionary, and speed in finding these words is important.

In a third-semester transcription class, I use a word list similar to the one that you suggest. I dictate these word lists to the students while they are in the typewriting room. The students check their own papers and are responsible for finding their own errors, or they are penalized. The next time a list is dictated, it includes the words misspelled in the preceding lesson, in addition to new words that the students have studied from their assignment. I find that students improve considerably in their spelling, and those who are poor spellers are aware of the importance of using the dictionary for every word of which they are unsure.

I hardly think that we should require a student to be a good speller in order to enter a shorthand class, because he may never have been motivated to learn to spell, as he certainly will in shorthand.

Your idea about obtaining a yearly word list from NOMA is good. Perhaps we, as teachers, should be tested on the list first. I wonder how many of us would score over 87 per cent.

JASPER J. SAWATZKY  
Buhler Rural High School  
Buhler, Kansas

## TEACHING BY TELEVISION

(Continued from page 14)

Typewriting, which is the business course most commonly offered, is given for personal use in one 10-lesson course; other courses offer it for a full year's credit at the high school level or one semester's credit at the university level.

Here is a list of the business courses offered by the respondents to the survey:

Course	No. of Stations
Typewriting	8
Economics	6
Shorthand	5
Business Math	5
Finance	4
Bookkeeping/Accounting	3
Letter Writing	3
Salesmanship	2
Insurance	2
Law	1
Real Estate	1
Consumer Education	1

Another survey, published in September, 1957 (L. E. McKune, "Telecourses for Credit," Kellogg Center, Michigan State University, East Lansing, Mich.), indicates that 17 schools or school systems were telecasting business courses for credit. In addition, we know that a large number of schools are experimenting with closed-circuit TV. The U. S. Office of Education recently counted more than two hundred colleges and public school systems using this medium. It is expected that this number will double by the end of this year. Evanston (Ill.) Township High School is experimenting with teaching typewriting via a closed circuit. According to McKune, "Two classes are taught simultaneously, one in the room with the instructor and the second receiving directions via CCTV in another room, supervised by a school secretary, who checks roll and collects papers. Questions and the answers are made possible by a talk-back system connecting the two rooms."

We can see, then, that business subjects have not been neglected on TV. Although the greatest number of programs has been concerned with the teaching of typewriting, every other major business course has also been telecast. By combining the figures from the two surveys quoted, we find that a total of 15 separate business subjects have been taught by open-and/or closed-circuit television.

(Next month: Teaching Typing by TV.)



HELEN H. GREEN MICHIGAN STATE UNIVERSITY, EAST LANSING

**The roots have deeper roots.** One Saturday night Penny, one of my twin daughters, her latest "steady," and another couple came in after an evening of bowling to raid the Green icebox. Normally, the chatter that floats upstairs on such occasions is gay and good-natured. But on this particular night, there floated upstairs—along with some familiar aromas—some banter that was far from pleasant and normal. The kitchen was full of plain feudin', fussin', and a-fightin'—the vicious, sharp-clawed kind. Much earlier than usual, I heard the front door slam and a car gun up the street. Pen came storming upstairs, every strand of red hair fairly standing on end.

"Someday," she announced, in imitation of Jackie Gleason, "I'm going to get so mad at that guy that—boinggg!"

"What happened?" I asked. "You sounded like the Hatfields and the McCays down there."

"Those boys!" she said. "They were positively insufferable tonight. In fact, they got so huffy that they didn't even want to help us clean up the kitchen. They said we nagged."

"It sounded like it started 'way before that," I said. "The four of you sounded like you were going at each others' throats when you came in."

"We were, I guess," said Pen. Then very honestly, "You really want to know why it started? Well, because I'm such a lousy bowler."

Her tears and tension broke at the same time. Between wails, she continued, "I never was so mortified in my whole life. You should just see me bowl! The ball doesn't roll—it bounces—down the alley. I'm awful! And with everybody grinning or looking disgusted, I tried to act like I didn't care and laughed about it, even though I wanted to drop through the floor. Then to make it worse, Jeff said, real crosslike, 'Well, quit clowning now and try.' And I *was* trying! So I said something real snippy back just to tee him off—and it did. And pretty soon we had Mary and Johnny snapping at each other, too. I just plain ruined a whole evening for us, just because my bowling game gave me such an inferiority complex, I couldn't stand it. But I didn't admit it even to myself until just now." She mopped up her tears and blew her nose.

"In fact," she giggled, "I think we had the boys thinking it was their fault. We brought up all sorts of things against them. Were they upset?"

**Later on, Penny's troublemaking** reminded me of school. Teenagers use the same strategy in the classroom, don't they? Herman, who is so belligerent in study hall; Mary, who hates her physics teacher; Nancy, who gets clutched (simply clutched) in shorthand—they all have a reason for behaving as they do. As with Pen, they may be motivated by an inferiority complex, which can be the root of many different kinds of trouble. The simplest reaction is for the student to project his hurt, his feeling of inferiority, his anger onto somebody or something else. Then, like Pen, he almost convinces everybody, including himself, that the real root of the trouble lies some place other than the true source.

Getting to this root of the trouble in such situations is one of the greatest challenges in teaching. After the teacher recognizes the student's problem, he has the even more delicate and more important problem to help that student first discover and then admit the causes behind his internal problems. Though we teachers are not psychiatrists, a minimum understanding of the adolescent mind is a prerequisite if we hope to prepare our students to be reliable employees. Do you ever talk with your students privately and have the satisfaction of seeing them discover a new truth about themselves? If you have, then you know that teaching is not merely a science—it's also an art.

Regardless of whether the high school graduate plans to begin work after graduation or postpones it for a few years while he goes to college, he will at some time approach a prospective employer for a job.

There are definite problems, however, that the beginning worker faces. These fall into four categories:

1. Many young people expect to start in a job that only an experienced person can fill. This comes about because youngsters tend to compare themselves with friends who have been working for a while. Our job, then, is to guide their thoughts back to the time when these friends were first starting. The comparison should be much easier then.

2. Many youngsters are impatient with normal job promotion. This is more often the case with boys than with girls. An overeager interviewer, offering glorious generalizations on promotion, is only inviting trouble for the applicant and the company. The same is true of an overzealous teacher. It is much wiser to introduce the youngster gently but unmistakably to the harsh realities of modern business. Going up is a slow and painful process, but in any slip the fall will be fast and painful.

3. Glamor jobs seem to be the latest fad. Do you advise your girls to quit dreaming and face reality? Just as the husband with whom each decides to live the rest of her life is usually quite different from the matinee idol of her youth, so it is with her job. Chances are that, even if she lands that exciting job, she'll discover it isn't what she anticipated; and she will eventually settle down to a steady, less spectacular type of work. Of course, glamor jobs do exist but not in sufficient number to satisfy all. And the competition for them is terrific!

4. Too many youngsters want to sell their services to the bidder with the highest starting rates. But when you think about it, the starting salary really tells you very little about the company, except possibly that the firm is desperate for an employee. It is only a common meeting ground where employer and employee come together. Much more important to the happiness of the new worker is the headway he or she may make afterward. Make your students think in terms not of what their starting

rate will be, but of what the company is presently paying graduates who started two or three years ago.

What we're trying to get across with these four categories is that you should get your students to lower their sights in line with the facts of industrial life. Still another difficulty, however, is that many graduates today are individualists. They are not satisfied, therefore, when we, the employers, place them where they are needed, not necessarily where they are best suited. Soon some of these new workers realize that the work we happened to pick out for them is not to their liking. Then, to make matters worse, they don't tell us about it and give us a chance to help them. They simply quit.

It's too easy for new workers to become discouraged with conditions. I'd like to see more of these workers, who find they are misplaced, try to correct the situation rather than escape it by running away. Every disillusioning experience leaves a scar on their personalities, and, after a few such disappointments, they become cynical toward all work.

### **Beware of Complacency**

On the other hand, complacency in a job is not desired either. I like the definition of religion that says, "Religion is to comfort the afflicted and to afflict the comfortable." The definition applies here, too. Workers who are in a rut are not happy; they should be equipped with a restless urge to better their lot. As someone else once quipped, "Workers who are not fired with enthusiasm should be fired . . . with enthusiasm."

Yes, the sad fact is that most working people are not happy with what they are doing. One result is that many employees develop hobbies as compensation for their job dissatisfaction. Such persons are in wrong jobs, of course, or they would not seek escape. Outside interests should be encouraged, but when they result in the transfer of attention away from work, then something is amiss.

Aptitude for a certain type of work implies more than skill to perform it, however. It means a temperamental affinity for the activity. An excellent symphony violinist kept making faces all through rehearsal one day. Finally, the conductor asked him if he disliked his accompaniment.

"Oh, no, the orchestra is fine," the violinist answered. "It's just that I don't like music."

Our vocational scene is cluttered with violinists who hate music, capable secretaries who dislike typing, sales personnel who despise meeting the public with a ready smile. Once workers find themselves in such positions, it is generally impossible for them to readjust; the economic reasons would make it unwise for them to change and start anew. This has impressed me as a tragic waste of our human resources, and I believe you teachers are in an excellent position to reduce this costly waste.

If I could use this opportunity to speak about our educational system in general, I would like to make a few observations. It appears that our students are left too much to their own devices and that they pay the price later on. A college student needs to be trained to absorb the major points he has read. Today, students sit at home with the open textbook in front of them and a popular record or television program on and a cola bottle in their hand; and they think what's in the book is being absorbed by their minds.

Why have students lost a sense of proportion? Because our schools have also. The present public school curricula are of a general academic type of training that offers too little to too many. Proof of this is the fact that there are more training directors in business than there are business teachers in the schools. It should not be this way, because business is not as well equipped to teach our youngsters as are our schools.

Vocational guidance counselors and business teachers should assist in transferring back to the schools the responsibility for vocational education. The admission that business has to do such training reflects on the inadequacy of the present school system. It places too much stress on how to enjoy living, not enough on how to earn a living to enjoy.

The young men and women in our high schools and colleges constitute a vital natural resource. It is up to schools and business to co-operate in the best utilization of this resource. This can best be done if you good people get them adequately trained and properly guided and if business follows through with the proper placement that will get them off on the right foot.



## RELUCTANT STENOGRAPHER

(Continued from page 18)

her progress through those two years of stenography in high school provided her with no self-confidence, no sense of security. It gave her no encouragement—because she didn't "know her outlines better."

The damage had been done. Performing more than acceptably later, on the college level, she could not even then be induced to go once more beyond the elementary course.

We teachers can also create reluctant stenographers because we do not, generally, "do" stenography and we mistake the means for the end.

Any student's shorthand destined for transcription is inherently personal and private, even though it must be handed in. Because it is private, it must automatically be regarded, from first to last, inviolable and, hence, ungradable. The unfortunate student who knows that her privacy will be invaded, who has to write shorthand for transcription under the sickening strain of foreseeable repercussions (countless red marks on countless papers) will only replace pride of performance with dislike, enthusiasm with fear. Our censure of her transcription shorthand can raise so great a mental barrier between the student and her work that she will later avoid admitting her stenographic training.

The perceptive teacher recognizes, of course, that grading shorthand written for transcription is quite different from using that shorthand to help the student recognize her own errors and carelessness. The student who cannot read what she writes, or who does it badly, has invited our help. But beyond this, we must leave well enough alone.

Having written this, I recall that I still had a notebook of my own shorthand written from dictation in 1952-53. I am amused at my own reactions to it. I can read almost every word; but, as I scrutinize it for proportion and accuracy, I realize that it would be torture for me to submit it to my former teachers or to my current colleagues — I would be uneasy, ashamed, apologetic.

If an ounce of prevention is really worth a pound of cure, then I think that it behooves us so to weigh our actions that we create willing, not reluctant, stenographers.

NEW-MATTER

DICTATION

with Preview

CHARLES B. HICKS, OHIO STATE UNIVERSITY, COLUMBUS, OHIO

EDITOR'S NOTE: This exchange of letters is the seventh in a series based on common office problems. The letters are marked off in groups of 20 standard words and may be dictated at any desired speed.

### Situation 7. NEW EMPLOYEES

#### Letter 1

##### Inside address

Mr. Jack Johnson  
General Brands, Inc.  
Your City

##### Signature

Charlene Green

#### Letter 2

##### Inside address

Charlene Green  
8 Jackson Boulevard  
Your City

##### Signature

Jack Johnson

(1)

Dear Mr. Johnson: From your experience in handling employee problems, perhaps you can suggest some solutions<sup>1</sup> to a situation that has arisen in our office. How can relations between present employees and<sup>2</sup> new employees be improved? It seems that our present employees sometimes resent newcomers; they certainly don't<sup>3</sup> go out of their way to help them and make them feel welcome.

The new employees also have a problem. They don't exactly<sup>4</sup> know where they fit into the scheme of things. They don't want to be too aggressive, and they don't always know how to<sup>5</sup> establish new friendships.

What would you suggest we do to improve the relationship between old and new? Sincerely,<sup>6</sup>

(2)

Dear Miss Green: Let's look at the three groups involved, one at a time. new employee, old employee, and employer.<sup>7</sup>

The new employee should not try to be a dominant personality. He should be friendly to everyone,<sup>8</sup> but not too friendly. He should, if necessary, speak up to keep the others from stepping on him. He should remember<sup>9</sup> that friendship must develop gradually. He should wait until asked before he participates in outside<sup>10</sup>-the-office activities. He should observe all office rules. He shouldn't pay too much attention to those who are<sup>11</sup> out to hurt him.

The older employees should basically practice the Golden Rule. They should co-operate. They<sup>12</sup> should not judge right away. They should accept new employees, invite them to group meetings, and make arrangements to get<sup>13</sup> them there. They should be patient with new employees, remembering that they were once young and inexperienced themselves.<sup>14</sup>

As for the employer, he should make the newcomer feel welcome. He should explain to him the length of service<sup>15</sup> of the older employees, and then he should explain to the older employees that they should have no fear of losing<sup>16</sup> their jobs.

I think that if all individuals concerned would realize that they are working together because<sup>17</sup> they all need to work, they would treat each other better. Sincerely, (352)

#### Preview Outlines

(1) From your, experience, sometimes, resent, newcomers. (2) Let's, involved, participates, outside-the-office, length.

## WANTED

## Secretary to genius— salary high

RAYMOND DREYFACK

### Synopsis

Three days on the job have taught Nancy a great deal about Emmett G. Dawson, whose private secretary she hopes to become. Depending on the situation, he can be curt, demanding, understanding—or a combination of all three! But after a long talk with him, Nancy is reassured that the great man is doing only his best for the Company.

Meanwhile, Nancy has at least twice more faced the trickery of her rival for the job, Marsha Van Fleet: (1) Marsha has asked Mr. Dawson if he is not being too hard on Nancy—Marsha has informed Mr. Dawson that Nancy seems to be showing the strain; (2) Nancy has good reason for suspecting Marsha of slipping sleeping pills into her soup at lunchtime. Nancy even saw the pills in Marsha's purse! The result: Nancy becomes drowsy, can only think of sleep rather than work.

As she sinks down at her desk, dazed and shocked, the roar of Mr. Dawson's voice arouses her from her lethargy. "Miss—whatever your name is—come into my office at once!"

Nancy, jolted awake, thinks, "What have I done now?"

### Third of Five Parts

**E**MMETT G. DAWSON was not one to mince words, especially when an important paper had been misfiled. He berated Nancy in front of the personnel manager's secretary, who happened to be in the office at the time. He said loudly that he demanded efficiency, judgment, and common sense from his employees. He

had no patience with anyone careless enough to misfile a document as urgent as the McGregor report.<sup>4</sup>

Nancy left his office feeling limp. The personnel manager's secretary was at her heels and was probably bursting to spread the news of Nancy's mistake throughout the office. Whatever it was that kept Nancy from quitting<sup>5</sup> at this moment, she could not explain.

"Carter, you look worse than ten days' rain."

Murph was standing over her desk. Good<sup>7</sup> old Murph! She could be very funny at times. Too bad that Nancy was in no mood to laugh.

"Come on, honey, spill it.<sup>8</sup> It can't be that bad."

"It's the McGregor report," Nancy said bitterly. "'His Highness' can't find it. He all but called<sup>9</sup> me a fumbling idiot. I know I put it in the file before going to lunch." She gave a small sob and reached<sup>10</sup> frantically for her handkerchief.

"None of that, Carter," Murph said sharply. "It would be playing right into her hands."<sup>11</sup>

Her hands. Of course. Nancy hadn't even thought of Marsha Van Fleet in connection with the missing report.

"I shouldn't<sup>12</sup> have said that," Murph said quickly. "It just came out. No one should be accused without proof—not even Marsha. Let's start<sup>13</sup> looking for that report."

There were three file cabinets and a section for pending folders. Murph and Nancy each took<sup>14</sup> a drawer. Within a few seconds, Marsha was at their side, her beautiful features lined with concern.

Marsha said<sup>15</sup> to Nancy, "Is something wrong, darling? Can I help?"

Nancy knew suddenly, beyond any doubt, that Marsha was guilty.<sup>16</sup> Nancy felt her anger flare up like a torch.

Murph said quickly, "It's the McGregor folder, Van Fleet. It has been<sup>17</sup> misfiled, and Mr. Dawson needs it right away."

"Oh, my," Marsha exclaimed. "I'll help you look."

To make matters worse, Mr.<sup>18</sup> Dawson had come out of his office and was standing nearby impatiently. Searching furiously through the<sup>19</sup> files, Nancy struggled to subdue her emotions.

"Here it is!" Marsha's voice was the essence of quiet efficiency.<sup>20</sup> "Just as I thought—it was filed under 'Mac' instead of 'Mc'."

Mr. Dawson thanked her for her valuable<sup>21</sup> assistance.

Marsha said sweetly, "Don't be too hard on Nancy, Mr. Dawson. Anyone can make a mistake, you know."<sup>22</sup>

"Why, that little—" Nancy felt a sharp nudge in her ribs and was conscious of Murph's warning look. Clenching her teeth, Nancy<sup>23</sup> bolted suddenly for the powder room. Once there, she finally gave vent to all her pent-up anger and<sup>24</sup> humiliation in a flood of tears.

After a while, she heard Murph's voice. "That's right, Carter, get it out of your system."

"He's<sup>25</sup> impossible," Nancy said bitterly. "I'm not staying here another day."

"'Ambitious' would love you for that," Murph<sup>26</sup> said dryly.

"But it's just not worth it," Nancy protested. "I can't fight her kind of battle. I wouldn't want to, even<sup>27</sup> if I could. It would make me sick."

"I know. That's why I'm here talking to you instead of to her."

Nancy met her<sup>28</sup> friend's eyes earnestly. "And I appreciate it, Murph. But is this job really worth all the heartache?"

Murph smiled. "You<sup>29</sup> might call Mr. Dawson a tyrant. But he's so much more, Carter. You see, Mr. Dawson is gifted in a rare<sup>30</sup> way. He sees the problems of this world with much more clarity than we do. The things occupying his mind are big<sup>31</sup> and important—like this Seaboard Foundation. He's setting it up to help hun-

hundreds of deserving young people get<sup>32</sup> an education that they couldn't otherwise afford.

"It's a tough job, involving hundreds of thousands of dollars<sup>33</sup> and months of hard work. He's meeting a lot of opposition, and time is beginning to run out. A person<sup>34</sup> like Mr. Dawson is entitled to an occasional outburst of temperament. He works so hard and does<sup>35</sup> so much good. Believe me, I know. My boss, Mr. Hughes, the vice-president Mr. Dawson is replacing, was the<sup>36</sup> same way."

Nancy frowned. "But I'd become a nervous wreck if I were exposed to a man like that over a long<sup>37</sup> period of time."

"Would you consider *me* a nervous wreck?" Murph asked.

"Oh, no," Nancy said quickly. "You're calm and wise and—" <sup>38</sup>

"Well, calm anyway," Murph smiled. "But I wasn't always so calm. I *was* just as nervous as you! You see, after a<sup>39</sup> while I began to understand temper tantrums. And, Carter, you don't know yet how wonderful it can be to work<sup>40</sup> with a man like Mr. Dawson."

A warm reminiscent light came into the old secretary's eyes. "Men like Mr.<sup>41</sup> Dawson and Mr. Hughes live in a world of thoughts and progress. Sometimes they say things that are beautiful and profound.<sup>42</sup> If you're exposed to them long enough, you will be richer and finer for the experience."

Nancy remembered<sup>43</sup> some of the things Mr. Dawson had told her—especially the part about not accepting anything as<sup>44</sup> right until she thought it to be so. Nancy knew what Murph meant. She'd stay. They returned to their desks to find Mr. Dawson<sup>45</sup> impatiently scolding Charlotte Hintner. "Medicinal" is a common household word, young lady. A high school<sup>46</sup> girl should know how to spell it."

At that moment the door opened and Mr. Thorpe, the personnel manager, strode into<sup>47</sup> the office. Glaring momentarily at Nancy, he addressed Mr. Dawson. "I beg your pardon, sir, but<sup>48</sup> I understand there has been some trouble here. It was my understanding that an urgent document was lost, and<sup>49</sup> that Miss Carter—"

"Oh, that," Mr. Dawson smiled broadly and placed a hand on Mr. Thorpe's shoulder. "Tom, I appreciate<sup>50</sup> your concern, but there was no problem at all. If there ever is, I won't hesitate to call on you."

Mr.<sup>51</sup> Dawson guided him gently and genially towards the door. "Oh, and incidentally, Tom, I consider Miss<sup>52</sup> Carter to be efficient, intelligent, and reliable."

Nancy suddenly felt all soft inside.

And to<sup>53</sup> think that minutes before she was going to walk out on him, like a hot-headed, immature child.

Just before quitting<sup>54</sup> time that day, Nancy took a special report in to Mr. Dawson. It was a report she had literally<sup>55</sup> slaved over, and she was justly proud of it.

Mr. Dawson flipped through the pages briefly. Nancy lingered a<sup>56</sup> moment, hoping that he would compliment her on the work. After a while, he looked up. He was obviously surprised<sup>57</sup> to find her still standing there.

"Is there anything else, Miss—"

"Carter," Nancy said. "No, sir, there's nothing else."

Hiding<sup>58</sup> her disappointment, she returned to her desk. Suddenly she stopped short. On her desk were two urgent letters that she<sup>59</sup> had just completed. Large blots of freshly spilled ink spoiled them completely. In ten minutes, Mr. Dawson would be leaving<sup>60</sup> and he was to have signed them before he went.

Nancy shot a burning look of anger across at Marsha. But<sup>61</sup> Marsha was busily engaged in her work, her innocent features set in a contented smirk. (1237) (To be continued)

## No Good Reason

GAIL PAISLEY

**G**LORIA CREPT from under the warm covers and fumbled for her slippers. She shuffled to the window and looked out.<sup>1</sup>

"Oh, no," she groaned.

The sky was black with dreary clouds, and the rain beat heavily against the windowpane. Ordinarily,<sup>2</sup> the rain wouldn't have bothered Gloria. She would have simply waited until it let up, tied a kerchief<sup>3</sup> over her pin curls, and taken a taxi to work. But Gloria no longer had a job—she had an appointment<sup>4</sup> at an employment agency instead. Last Monday, Edward Sloan, district manager of the greeting card firm,<sup>5</sup> had called Gloria into his office.

"Miss Peterson," he had said sternly, "I have spoken to you several<sup>6</sup> times before about your work. It seems that you have chosen to disregard my warnings—so I am letting you go."<sup>7</sup>

Gloria had been stunned. "But, why—my work is good."

Mr. Sloan had scowled and shaken his dark head. "It isn't actually<sup>8</sup> your work, Miss Peterson. It's a lot of things combined. For instance, you were fifteen minutes late this morning."<sup>9</sup>

"But the bus was late . . ."

"And taking extra time off for lunch. Then, too, you take time off for personal telephone calls<sup>10</sup> and often come to work with your hair in pin curls. You are not very business-like."

Gloria could still see no reason<sup>11</sup> for being dismissed. "But I do my work. I'm never behind with my dictation or invoices."

Mr. Sloan<sup>12</sup> had gone on to explain that arguing would be of no avail.

He just did not see any reason why he should<sup>13</sup> not discharge Gloria.

Gloria had spent the rest of the week finishing her work at the card company. Now<sup>14</sup> it was Monday morning, the day she was to start job-hunting—and it was raining. She turned from the window and started<sup>15</sup> breakfast.

"I still can't see why he fired me," she thought, puzzled. She recalled that Friday afternoon three weeks ago.<sup>16</sup> She had finished her letters early. There wasn't much work to be done, so she had taken the afternoon off.

"You<sup>17</sup> could have helped one of the other girls," Mr. Sloan had said when he had found out.

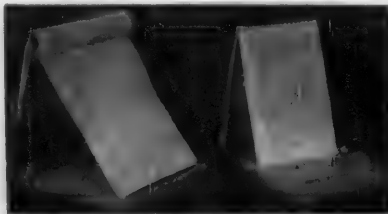
Gloria sipped her coffee. "Why should<sup>18</sup> I have helped them?" she thought. "I did *my* work. And what's more, they probably wouldn't have helped *me* if I had needed them."<sup>19</sup> As for making personal phone calls, everyone did it. If someone wanted to get a call through, they'd call back<sup>20</sup> if it were important."

Oh, and then he had mentioned her not being willing to work overtime once in a while.<sup>21</sup> How could Gloria have helped it if every time Mr. Sloan asked her to work at the last minute, she had<sup>22</sup> already made an appointment for that evening?

Gloria finished her coffee and went over to the window. It<sup>23</sup> was raining harder.

"Oh, I can't go to an employment agency in this rain," Gloria mumbled, annoyed. "My<sup>24</sup> hair will be a sight. I'll wait a while and maybe it will stop." She sat down and started to sew a button on her<sup>25</sup> blouse. The button dropped and rolled under the couch. She bent to look for it and then tossed the needle and thread into the<sup>26</sup> sewing basket. "Nobody

## UP GOES EFFICIENCY in classroom or office!



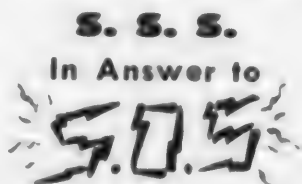
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will notice it's missing, anyway," she reasoned.

She looked out the window once more. Still<sup>27</sup> pouring. Gloria thought of having to wait for the bus on the unsheltered corner, of trying to step over<sup>28</sup> puddles; and the general limp feeling she always had when it rained came over her. She pondered for a little<sup>29</sup> while. "They'll never find me a job the way I'll look when I get to the agency. Besides, they'll understand—nobody<sup>30</sup> can be expected to go out on a day like this."

Gloria poured herself another cup of coffee and<sup>31</sup> turned on the radio. She didn't feel like going down to the corner candy store to telephone the agency<sup>32</sup> and cancel the appointment. They'd realize that the rain had stopped her. She sat down and sighed. All this trouble because<sup>33</sup> Mr. Sloan had fired her—and for no good reason.

(669)

### JUNIOR OGA TEST

#### The Three Bones

An old Ulster county man was seeing his son off to a new land where the lad hoped to make his fortune.

"Now, my<sup>1</sup> boy," he said as they parted, "remember the three bones, and you'll get along all right."

A passer-by heard the remark<sup>2</sup> and asked what the three bones were.

"Well," said the young man, "they are the wishbone that keeps you going after what you want, the<sup>3</sup> jawbone that helps you to find out how to go after them if you're not too proud to inquire about something you don't<sup>4</sup> know, and the backbone that keeps you at it till you get there." (90)

### OGA MEMBERSHIP TEST

#### The Secret of Your Mind

Your mind is your best friend. It is creative and powerful if provided with thoughts that create power.

Many<sup>1</sup> of us have read heroic tales about accomplishment under the strain and stress of necessity. That is because<sup>2</sup> we can do what we think we can do. We have read of famous persons who started life as humble men and women.<sup>3</sup> That is because we can be what we think we can be. We know of folks who were poor and have become rich. That is<sup>4</sup> because we can have what we think we can have.

The secret of success is thinking thoughts of accomplishment, thinking<sup>5</sup> thoughts of plenty, thinking thoughts of success, and striving earnestly for their realization.

The secret of your<sup>6</sup> mind is that thinking starts the forces for success. (129)

### FLASH READING\*

## On Human Nature

MARGARET OTTLEY

IT IS HUMAN NATURE to want to have what others have, or do as others do, especially if it looks like<sup>1</sup> fun. We all want to have holidays when other people do. As teen-agers, we feel we must have school jackets like<sup>2</sup> the kids in the crowd. Girls want to start using lipstick when the girls their "pal around" with do.

Then, when we get into<sup>3</sup> the business world, we still watch closely, but usually to see whether others are working as long and as hard<sup>4</sup> as we do. We check to see which girls come in later or go home sooner. Perhaps we notice that some members of<sup>5</sup> the staff hardly ever seem to get in before nine, and that bothers us. But how many of us notice or care<sup>6</sup> about those who work harder or come in earlier? It rarely works that way.

When I hear girls talking about what<sup>7</sup> some member of the staff gets away with, I recall one of my problems with my daughter when she was younger. Some<sup>8</sup> of Ginny's friends were not "held down" as much as she. She would say, "But Janet doesn't have to come in yet." Or, "Can't I<sup>9</sup> go to the movies at night? Janet does."

But it was quite another matter when Janet helped with the cleaning or<sup>10</sup> did the family food shopping. Then Ginny did not care about following suit.

So, whenever I hear people<sup>11</sup> grumble about what they think some other person is getting away with, I can't help but recall how I used to<sup>12</sup> caution Ginny that she really could not hope to have something just because one of her friends had it, or do something<sup>13</sup> just because they did.

It was as simple as saying, "Well, maybe Janet is getting an ice-cream cone today,<sup>14</sup> but she got a spanking this morning, too. Shall I spank you before or after the ice cream?" (296)

\*Vocabulary limited to Chapters One through Four of Gregg Shorthand Simplified.



# Professional

## Report

### NEWS SPOTLIGHT

#### Urgent Needs of Education Summed Up

... by Educational Policies Commission in "The Contemporary Challenge to American Education." This report states: "There must be better educational opportunities for the academically able students; there must be better counselling and guidance; there must be improvement in the selection and education of teachers; there must be improvement in the working conditions of teachers and in their social prestige and economic status; there must be more and better equipped school and college buildings; and there must be improvements in instruction in all subjects, including mathematics, sciences, and languages. To bring about these improvements," the report continues, "there must be a substantial breakthrough in educational finance; and programs which will contribute to the solution of all these problems must be developed at all levels of government."

Expenditures on education should be doubled in the next decade according to James E. Russell, EPC secretary. To increase the nation's educational capacity, the organization has outlined a three-point program. 1. A "short-run" program to concentrate on math and the sciences at the graduate-school level. Additions would be made to teaching staffs, laboratory and bibliographic equipment, scholarships, and fellowships. 2. An "intermediate-range" program to assist in the recruiting, training, and retraining of teachers in most fields. Assistance would be given to training institutions as well as to students. "With 80,000 substandard teachers in American schools," the report stated, "the recruitment of qualified teachers should have top priority. None of the needs of education can be met without a substantial increase in the number of competent teachers." 3. A "long-range" program to provide "significant increases" in teachers' salaries, school construction and equipment, financial assistance to students and prospective teachers, and funds for the general support of free public higher education. Increases for only math and science teachers "would cause serious deterioration in staff morale."

The EPC statement is also realistic, ruling out an overnight panacea. "Citizens," it says, "ought not to overestimate the speed with which an educational program will change scientific or intellectual achievement. Any program to improve science teaching, if adopted today, could not provide better-trained, practicing scientists for at least five years to come." The report was issued in "an effort to answer an aroused public opinion about our schools."

#### PEOPLE

• T. James Crawford, Indiana University, won the 1957 Delta Pi Epsilon Research Award. It is the second time he has won the award. He was honored at the annual DPE banquet held December 27 in Detroit during the annual convention of NBTA.

His study, completed at the University of Pittsburgh, is entitled "The Effect of Emphasizing Production Typewriting Contrasted with Speed



T. JAMES CRAWFORD  
... two-time DPE winner

Typewriting in Developing Production Typewriting Ability."

Honorable mention awards were presented to William R. Pasewark, for a Ph. D. study completed at New York University; Richard S. Perry, for an Ed. D. study completed at the University of California; and David G. Goodman, for an Ed. D. project completed at the University of Pittsburgh.

Judges for the award were Robert Thistlethwaite, Harry Huffman, and Ruth Anderson. John L. Rowe was chairman of the award project.

• G. Henry Richert has taken a leave of absence from his position as program specialist for distributive education, the U. S. Office of Education, Washington, D. C. He will serve a

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minimum of one year as professor of business administration for the University of Maryland at its branch in Heidelberg, Germany. He will teach business management, marketing, and related subjects to American military personnel.

• Walter E. Leidner, head of the bookkeeping department at Boston Clerical School, retired last month. He was coauthor with the late Ernest A. Zelliot of the *Zelliot-Leidner Bookkeeping texts*.

• Eleanor B. Brown, candidate for a doctor of education degree at Pennsylvania State University, has received scholarships and fellowships totaling \$6,000 for the current school year. The awards included \$2,500 from Delta Kappa Gamma, a national honorary society for women in education; \$1,500 from the California state organization of Delta Kappa Gamma; and a \$2,000 fellowship from Penn State.

Miss Brown was forced to forfeit the income from the Delta Kappa Gamma national award since she had previously accepted the University fellowship, which carries an income limitation. She will retain the honor and other benefits of the national award, however.

Miss Brown is on leave as chairman of the business-education program at Sacramento (California) Senior High School. Two years ago, she was elected president of the northern section of the California BEA.

### GROUPS

• EBTA has announced that William J. Sanders, Commissioner of Education of the State of Connecticut, will be the keynote speaker at its Boston convention next month. The 61st Annual Convention will begin on Thursday, April 3, with a welcome by Governor Foster Furcolo of Massachusetts and greetings by Mayor John B. Hynes of Boston. Presiding over the sessions will be Paul M. Boynton, EBTA president.

The EBTA meeting will open the "Yankee Homecoming" celebration being sponsored by the six New England States. Jack Frost, New England artist and president of Yankee Homecoming, has donated a two hundred dollar scholarship to EBTA. It will be drawn by an EBTA member at the conclusion of the convention. The scholarship will be presented to any student at the winning member's school.

• The New Jersey Association of Distributive Education Teachers will hold a workshop at Trenton State Teachers College on March 28 and 29. Officers elected for the current year are: president, Alvin Weitz, Sweney High School, Belmar; vice-president, Joseph Farrell, Red Bank High School; and secretary-treasurer, Robert Klein, North Plainfield H. S.

• The Southwestern Private Commercial Schools Association held its annual meeting at Fort Worth, Texas, in November. W. L. Strawn, Massey Business College, Houston, presided.

The following officers were elected for 1958: president, Hollis J. Warr, Draughon's Business College, Amarillo, Texas; vice-president, Noble Young, Hills Business College, Oklahoma City, Oklahoma; and secretary, Hampton Rutherford, Rutherford-Metropolitan School of Business, Dallas, Texas.

New directors are: Frank Davis, Jr., Fayetteville, Arkansas; W. L. Baine, Waco, Texas; R. J. Lippert, Plainview, Texas; and Joe B. Poinboeuf, Alexandria, Louisiana.

New officers in the teacher's section are: president, Mary Lou Pope, Tulsa Business College; vice-president, Cleo Childress, Draughon School of Business; and secretary, Hazel Nelson, Tulsa Business College.

• The Mountain-Plains BEA will hold its annual convention June 19-21 at the Sheraton-Johnson Hotel, Rapid City, South Dakota. Hulda Vaaler, University of South Dakota, Vermillion, is the general chairman. Program chairman is John E. Binnion, of the University of Denver.

• The Kansas BTA held its annual convention at Topeka in November. New officers are: president, Ephner Bowin, Junior College, Parsons; vice-president, Warren L. Peterson, Plains High School; secretary-treasurer, Eunice Gunnarson, Lindsborg High School; executive secretary, Fred S. Jarvis, Abilene High School.

Members of the board of directors are Jesse Teele (northeast), Ruth Koutz (southeast), Walter Rinehart (southwest), Thelma Daggett (northwest), and Orville P. Kiewer (past president).

Three panel meetings highlighted the convention. They covered the subjects of shorthand drop-outs (chairman, Sister Isabelle Marie, Marymount College, Salina), organizing office-machines courses (chairman, C. A. Swenson, Kansas State Teachers College, Pittsburg), and bookkeeping practice sets (chairman, Walter Rinehart).

• The Pittsburgh (Pennsylvania)

diocese held its annual Catholic Business Teachers Workshop in October. Featured speakers were Sister M. Therese, Madonna High School, Aurora, Illinois; Msgr. John B. McDowell, superintendent of schools, Pittsburgh diocese; and Frank P. Donnelly, Gregg Publishing Division, McGraw-Hill Book Company, New York.

• The New Mexico BEA welcomed 115 business teachers this fall at its annual convention in Albuquerque. The principal speaker was Mrs. Madeline Strony, Gregg Publishing Division, McGraw-Hill Book Company, New York City. New officers include: president, A. G. Everett, Valley High School, Albuquerque; vice-president, Mrs. Daisy Dobeck, Valley High School, Albuquerque.

• The Wisconsin BEA held its annual convention at Milwaukee in November. The following officers were elected for 1957-58:

President, Gaylord Alpin, Lincoln High School, Manitowoc; first vice-president, Kenneth Grove, West Allis Central High School; second vice-president, Kenneth Jorstad, Oshkosh High School; secretary-treasurer (two years), Jean Costello, Wauwatosa Senior High School; and executive board member (three years), J. M. Greene, Wisconsin State College, Whitewater. Other members of the executive board are Lorraine Missling, past president, Viola Norton, and Mrs. Helen Schumacher.

• The Tri-State BEA elected Sally W. Weimer as president during its annual convention held at Pittsburgh in November. Miss Weimer is dean of Duff's Iron-City Institute, Pittsburgh.

Other officers elected were: first vice-president, Betty Jane Lloyd, Margaret Morrison Carnegie College, Carnegie Institute of Technology, Pittsburgh; second vice-president, Margaret L. Winch, Taylor-Allderice High School, Pittsburgh; secretary, Elizabeth Corcoran, Brentwood (Pennsylvania) High School; treasurer, Ruth Conwisher, Fifth Avenue High School, Pittsburgh; and director, John C. Frakes, Supervisor of Business Education, Cleveland, Ohio.

• The Texas BEA held its annual meeting at Dallas in December. Guest speaker was Hamden L. Forkner, of Columbia University, New York.

The following officers were elected for 1958: president, Avis Deavers, Abilene; vice-president, Gladys Bowman, Texas Wesleyan College; treasurer, Mrs. Kay Barnard, San Antonio College; executive secretary, Ruth Anderson, North Texas State College;

memo

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reporter, Marjorie Keaton, Texas  
Christian University; delegate to  
Mountain-Plains, Mrs. Woody Smith,  
Breckenridge; alternate delegate, Elizabeth  
Seufer, Houston; and representatives  
to Mountain-Plains assembly,  
Avis Deavers, Abilene, and Lucy Mae  
Yarnell, West Texas State College.

• The Catholic BEA, Northwest  
region, met at Spokane, Washington,  
in November. Featured speakers were  
Carl W. Salser, Jr., editor in chief,  
Allied Publishers, Inc., Portland, and  
Theodore Yerian, Oregon State Col-  
lege, Corvallis. Program chairman was  
Sister Mary Dorothy, S. N. J. M.

• The Oklahoma BEA held its  
annual meeting at Oklahoma City in  
October. New officers are: president,  
Gerald Porter, Oklahoma University,  
Norman; vice-president, Veda Gin-  
gerich, Will Rogers High School,  
Tulsa; and secretary-treasurer, Gene  
Loftis, Central State College,  
Edmond.

Doctor Porter and Ralph Reed,  
UBEA membership chairman for the  
area, were named delegates to the  
UBEA representative assembly to be  
held in June.

• The Missouri BEA met in St.  
Louis during the November conven-  
tion of MST. New officers for the  
business-education section include:  
president, James C. Snapp, Southwest  
Missouri State College, Springfield;  
vice-chairman, Mary Massey, Her-  
culeum High School; and secre-  
tary, Wilma Sullivan, North Kansas  
City High School.

• The Alabama BEA held its an-  
nual workshop conference this fall at  
Alabama College. Featured speakers  
were Howard M. Phillips, president  
of Alabama College, and L. A. Brooks,  
of the University of Alabama.

Newly elected officers are: presi-  
dent, Mrs. J. B. Ward, Murphy High  
School, Mobile; vice-president, M. L.  
Roberts, University of Alabama; and  
secretary-treasurer, Mrs. Evelyn S.  
Culledge, Woodlawn High School,  
Birmingham. Wilson Ashby, recently  
named head of the business-edu-  
cation department of the University of  
Alabama, was appointed ABEA dele-  
gate to the SBEA convention.

A special award for long service  
was presented to Lelah Brownfield,  
who retired recently as head of the  
business-education department at  
Alabama College.

• The fifth annual Northwestern  
Michigan Business Education Confer-  
ence was held in November at Ferris  
Institute, Big Rapids. Visiting lec-  
turers were Mary Ellen Oliverio,

Teachers College, Columbia Univer-  
sity, New York, and Herman G.  
Enterline, Indiana University, Bloom-  
ington.

General chairman of the confer-  
ence was Stephen J. Turille, Ferris  
Institute. Assisting were Lawrence  
Ozello, Mrs. Geraldine MacGregor,  
Mrs. Mildred Hallisy, David Good-  
man, and Mrs. Esther Fellows.

• The West Texas BTA held its  
annual meeting at Wichita Falls in  
October. Featured speakers were  
Theodore Woodward, George Pea-  
body College, Nashville, Tennessee,  
and C. C. Callarman, West Texas State  
College, Canyon.

New officers are: president, Lucy  
Mae Yarnell, West Texas State Col-  
lege; vice-president, William R. Pase-  
wark, Texas Tech College, Lubbock;  
secretary-treasurer, Oliver J. Abel,  
Clarendon Junior College, Clarendon;  
program chairman, C. C. Callarman;  
chairman of secretarial section, Fran-  
ces Watson, West Texas State Col-  
lege; chairman of accounting section,  
Edwin A. Bransom, Odessa High  
School. The delegate to the Mountain-  
Plains UBEA convention is Oliver J.  
Abel, Clarendon.

**SCHOOLS**

• The operation of the Gregg Di-  
vision in the Northwestern University  
School of Business will be terminated  
August 31, 1959. According to an  
announcement by the University,  
"This decision is in line with the  
development of a new School of  
Business curriculum and a growing  
emphasis on the school's Evanston  
campus program." (The Gregg Di-  
vision is located in Wieboldt Hall on  
the University's Chicago campus.)

The Gregg Division was originally  
Gregg College, which was estab-  
lished in 1896 and was given to  
Northwestern University in 1952 by  
the McGraw-Hill Book Company, Inc.  
The school was initially established  
to assist with the training of teachers  
of Gregg shorthand and other busi-  
ness subjects. In more recent years,  
the school distinguished itself with  
its day and evening programs of  
training for shorthand reporters and  
secretaries. According to the Univer-  
sity announcement, the 1959 ter-  
mination date was set to permit  
current students to complete their  
course of study. No new enrollments  
will be accepted.

The methods seminars for business  
teachers, which have been offered  
each summer on the Chicago campus  
under the joint auspices of North-



western and the Gregg Publishing Division, McGraw-Hill Book Company, will be offered as usual this summer. These seminars have been widely attended by business teachers throughout the country.

- Indiana State Teachers College will hold its nineteenth annual business-education clinic at Terre Haute on April 25 and 26. Featured speakers will be Inez Ray Wells, Ohio State University, Columbus; Paul S. Lomax, New York University (Emeritus); and Herman G. Enterline, Indiana University. The Heart of the Nation chapter of the National Secretaries Association will honor Doctor Wells, currently Dean of the Institute for Certifying Secretaries.

- Kansas State Teachers College, Emporia, will hold its ninth annual Business Education Spring Conference on April 12. The conference theme will be "Automation and Its Effects on Business Education." E. Dana Gibson, San Diego (California) State College, will be featured speaker at the meeting.

- Bloomsburg (Pennsylvania) State Teachers College held its

Twelfth Annual Sales Rally in November on the school campus. The rally was promoted by Thomas B. Martin, director of business education, and Frank Radice, assistant professor of business education. Featured guest was Kenneth McFarland.

## GENERAL

- Fifty professors from Russian institutions of higher education will visit American schools in November, 1958. The tour, the first by such a delegation of Russian professors, has been arranged by the Comparative Education Society of the Western countries and the Educational and Scientific Workers Union of the U.S.S.R. The agreement calls for a similar trip to Russia by American educators during August and September, 1958.

- The 1958 World-Wide Summer Placement Directory has been published by The Advancement and Placement Institute. The directory lists names and addresses of employers offering summer work, salary ranges, and descriptions of the work available.

Included are governmental positions, steamship needs, dude ranches, tour agencies abroad, work camps, service projects, ways of earning free trips to Europe, national parks, summer theaters and resorts, study awards for all over the world, and many other positions. Opportunities are offered in 20 foreign countries and the 48 States.

Copies of the directory may be obtained at many placement offices, libraries, and school superintendents' offices. Or, they may be ordered at \$2 per copy from the Institute, Box 99G, Greenpoint Station, Brooklyn 22, N.Y.

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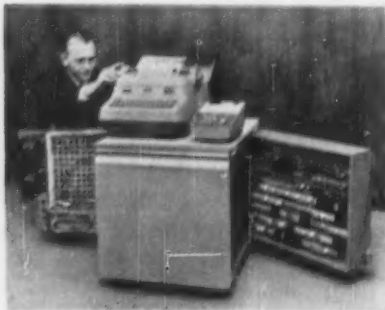
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BEW-3

## New Business Equipment

### Electronic Typing Calculator

The accounts receivable operation of thousands of businesses may now be simplified by the IBM 632 Electronic Typing Calculator. The calculator consists of an electric typewriter, a 10-key companion keyboard, a magnetic core "memory" within the computer unit, and a program reading device.



vice. A typist can operate the unit after only a few minutes of instruction.

With the companion keyboard, numerical information can be added, subtracted, multiplied, rounded off, and held in "memory" for later processing. Because of these features, the 632 can automatically type, extend, carry totals, compute taxes, subtract discounts, position decimals, justify multi-digit numbers, and type out the results. Instructions are provided by a plastic tape within the program reading device. The tape can be changed in a few seconds when a change in office procedure is desired.

Delivery of the first units is scheduled for the second quarter of 1958. Approximately one thousand units are expected to be sold the first year. The price of the unit is \$5,600. For further information, contact the Electric Typewriter Division, IBM, 590 Madison Avenue, New York 22.

### New Fabric on Screen

The Imperial Screenmaster of the Radiant Manufacturing Corporation features a new fabric called "Uniglow." This new material is brighter than a beaded surface and is free of grain, allowing much sharper focus. Uniglow remains bright when viewed from as much as 45 degrees off the projection axis on either side.

The Imperial also features a new leatherette-covered screen case, and the picture-border area is in blue to match the leatherette. Screen sizes

range from 30 by 40 inches to 70 by 70. For further information, write to Radiant Manufacturing Corporation, Post Office Box 5640, Chicago 80, Illinois. Readers who would like a free sample swatch of the new Uniglow screen surface should write to Department BB at this above address.

### Becomes Bench or Table

A new folding unit that acts as either a bench or a table is being produced by the Sico Manufacturing Company. The 2800 Bench-to-Table unit is a comfortable bench when the top is folded down to form a back; when the top is lifted to a vertical position, it is converted into a table. With both top and bench raised to a vertical position, the unit is compact enough to be easily moved about on 3-inch rubber wheels. A simple folding and lifting movement makes such



converting easy enough for a child. There are no latches, locks, or levers.

The chassis is of zinc-lustron steel, the tabletop of melamine plastic, and the bench of plasticized board. The unit is available in lengths of 6, 7, and 8 feet and heights of 27 and 29 inches. For further information, write to Sico Manufacturing Co., Inc., 5215 Eden Ave. S., Minneapolis 24, Minn.

### Low-Cost Phonograph

A new classroom phonograph, designed for hard daily usage, yet inexpensively priced, has been announced by the Califone Corporation. The "New Yorker" has a wide-range amplifier and a 7-inch extended range speaker. Additional features include a four-speed turntable, pop-up 45 center, a dual needle ceramic cartridge, and a metal-reinforced carrying case.

The New Yorker 4J-8 is priced at \$49.95, plus \$3.20 excise tax. For further details, write to Califone Cor-

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Bankers Box Co. ....	4
Burroughs Corporation ....	Cover 2
Business Education Timers ....	9
Clear-View Company ....	42
Ditto, Inc. ....	1
Faber-Castell, A. W., Pencil Co. ....	45
Forkner Publishing Company ....	46
Gregg College, Northwestern U. ....	44
Gregg Publishing Division ....	8, 47
International Business Machines ....	6-7
Magafile Co. ....	42
Monroe Calculating Machine Co. ....	12
National Cash Register Co. ....	Cover 4
Remington Rand ....	10-11
Semco Sales ....	44
Smith-Corona Inc. ....	3
Stenographic Machines, Inc. ....	5
Underwood Corp. ....	Cover 3
University of Pittsburgh ....	46
University of Southern California ....	47
University of Wisconsin ....	9
University of Wyoming ....	4

poration, 1041 North Sycamore Avenue, Hollywood 38, California.

### Smudge-Proof "Carbon" Paper

Instead of the conventional coating of waxy carbon, "Nu-Kote" "carbon" paper features a special plastic coating that contains wet ink. The ink is trapped in the coating much like water in a sponge, and a little is released each time the typewriter keys strike the paper. Like in a sponge, the ink flows from one area to another to assure the papers long life—durability tests have proved that "Nu-Kote" lasts more than twice as long as conventional carbon paper.

The ink that is released by each typewriter stroke dries immediately, eliminating smudging. Copies can be erased, as usual. Only one weight and finish is needed to meet 90 per cent of all typing needs, whether for one copy or a dozen.

The product was developed by the Mittag Division, Burroughs Corporation, Park Ridge, New Jersey. Suggested retail price for 100 letter-size sheets is \$4.50.

### New Products at a Glance

- The "Marginator": typewriter justifier for right-hand margin; attaches to machine without affecting normal operation; condenses or expands copy as needed; justifies two or more columns; disconnected by being set in neutral. Made by Marginator Company, 1121 W. Magnolia Boulevard, Burbank, California.

- Tiffany portable utility table, Model 2300: heavy gauge steel, baked enamel finish, five colors; two shelves; 30 by 18½ by 30½ inches. Ideal for office appliances. Made by Tiffany Stand Company, 7350 Forsyth, St. Louis 5, Missouri.

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